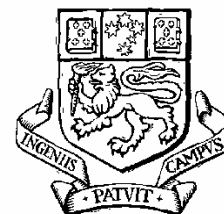


STUDENT EVALUATION OF TEACHING AND LEARNING



UNIVERSITY OF TASMANIA

TEACHING QUESTIONNAIRE ITEM BANK

You may choose up to **10 additional items** either from those contained in the Item Bank or by adding new questions of your own wording. Please write the code numbers of your chosen items onto the order form and/or clearly write down (on the back of the order form) any additional items you wish to include in Section A of the questionnaire.

LECTURER'S ATTITUDE TOWARDS STUDENTS

01. The lecturer was punctual
02. The lecturer was professional in attitude
03. The lecturer was open to student opinion
04. The lecturer welcomes student feedback on the classes
05. The lecturer was approachable
06. The lecturer was willing to assist me
07. The lecturer was intimidating
08. The lecturer created a feeling of goodwill in the class
09. The lecturer was courteous towards students

STUDENT'S VIEW OF OWN LEARNING

10. I have learned to think critically.
11. I have learned to work independently.
12. I have gained a good understanding of the field.
13. I have learned to apply principles from this class in new situations.
14. I have developed the ability to solve problems in this field.
15. I have learned to make connections between this subject and others.
16. I have developed skills needed by professionals in this field.
17. I have learned the relevance of this subject to my future profession.
67. Practicals were a useful learning experience.
94. Tutorial sessions helped me understand the lecture material.
98. I have received a good introduction to the field.
99. I have developed a good understanding of the field.
113. I have learned the basics of analysing data on the computer.
185. I have learned the relevance of this unit to my academic studies.

STUDENT'S VIEW OF OWN INVOLVEMENT

18. I have developed interest in this subject.
19. I have learned to discuss.
20. The lecturer encouraged me to participate in class activities.
21. The lecturer made me feel a valuable member of the class.
22. I reconsidered many of my former viewpoints.

23. I learned to feel responsible for my own learning.
24. Interaction with other students was encouraged.
64. I am bored with this subject.
218. Student presentations were a good way to learn.
295. I liked having this subject taught by more than one lecturer.

LECTURER'S PRESENTATION OF MATERIAL

25. The lecturer linked material in this class to activities in other classes.
26. The lecturer lectured at the right speed for notetaking.
27. The lecturer made good use of examples and illustrations.
28. The lecturer structured the material well.
29. The lecturer stressed important points.
30. The lecturer stimulated me to follow up points that were raised.
31. The lecturer stretched my mind.
32. The lecturer used class time well.
33. The lecturer appeared confident.
34. The lecturer pointed out links to other subjects.
35. The lecturer's demonstrations were clear.
65. I could hear the lecturer clearly.
66. The lecturer used the whiteboard well.
74. The lecturer demonstrated how the work should be tackled.
84. Lecture and laboratory classes were well integrated.
100. Lecture and tutorial classes were well integrated.
150. The lecturer emphasised understanding as the basis for learning.
231. The lecturer stimulated discussion outside the classroom.
296. The material covered by the different lecturers was well integrated.
297. The connections between the different sections of the subject were clear.

ASSESSMENT OF STUDENTS; WORKLOAD; FEEDBACK

36. The lecturer suggested specific ways students can improve.
37. The lecturer gave adequate feedback on written work.
38. Written work was handed back promptly.
39. Assignments tied in with the course objectives.
40. Assignment load was too heavy.

- 41. I liked the assessment requirements.
- 42. The workload was appropriate for a subject of this credit-point value.
- 43. The lecturer set high standards.
- 44. The grading system was explained clearly.
- 45. The grading of work was fair.
- 46. I have had enough opportunity to demonstrate what I have learned in this unit.
- 75. The lecturer shared studio tutoring equally amongst students.
- 76. The lecturer gave adequate feedback on studio work.
- 92. The computing exercises were too demanding.
- 108. The microcomputer assignments aided my understanding.
- 109. Case studies and simulations were a valuable part of this unit.

RESOURCES INSIDE AND OUTSIDE CLASSROOM

- 47. The prescribed textbook was useful.
- 48. Required reading material was available.
- 49. The reading list made clear what reading was required.
- 50. Required reading was appropriate for the unit.
- 51. Handouts helped me to understand the material.
- 52. Study guides assisted my learning.
- 53. The lecturer made good use of audiovisual materials.
- 54. The necessary laboratory materials were always available.
- 55. Experiments were well chosen.
- 56. The lab manual assisted my learning.
- 57. Lab manuals were well designed.
- 58. Learning experiences outside the classroom (e.g. field work, clinical sessions) were carefully planned.
- 59. Learning experiences outside the classroom (e.g. field work, clinical sessions) were rewarding.
- 60. The computer programs aided my understanding.
- 61. There was enough opportunity to use the equipment.
- 62. Equipment was in working order.
- 73. Studio projects were well chosen for developing practical skills.
- 77. The use of visual aids was preferable to a whiteboard
- 91. There was adequate access to terminals.
- 234. The videos shown in class contributed to my understanding of the unit.
- 271. The suggested references were useful.
- 511. Lab sessions were well prepared.
- 515. Lab sessions assisted my understanding of the unit.

CLINICAL TEACHING

- 81. The lecturer emphasised history-taking as well as clinical signs.
- 82. The lecturer demonstrated and explained techniques of physical examination well.
- 138. The lecturer encouraged me to play an active part in the session.
- 139. The lecturer helped me to evaluate treatment options.
- 140. The lecturer demonstrated the important features of the case history.
- 141. The lecturer gave a helpful introduction to the clinical problems shown by the patient.
- 142. The lecturer aroused my curiosity about a given condition.
- 143. The lecturer was professional in attitude towards patients, relatives and other health professionals.
- 144. The lecturer was prepared to spend sufficient time in demonstrating treatment techniques.
- 145. The lecturer was able to relate diagnostic and treatment decisions to current research findings.
- 146. The lecturer demonstrated the skills of interviewing and examining.

- 147. The lecturer had a good command of the subject and its clinical application.
- 148. The clinical work seemed to be well coordinated with the material covered in lectures and/or seminars.
- 225. The lecturer helped me establish therapy goals and objectives.
- 226. The lecturer assisted me in developing and refining clinical assessment skills.
- 227. The lecturer was effective in providing information for the planning of therapy sessions.
- 228. The lecturer encouraged me to use problem-solving skills independently.
- 229. The lecturer has shown me how to evaluate and modify my clinical approach.
- 230. The lecturer has encouraged me to act in a professional manner.
- 235. The lecturer stimulated my interest in the subject.
- 236. The lecturer demonstrated the value of understanding the physiological bases of clinical medicine.
- 237. The lecturer demonstrated the value of understanding the physiological bases of therapeutics.
- 256. The lecturer demonstrated how theoretical knowledge can be applied in a clinical situation.
- 257. The lecturer was a good role model.

LANGUAGE TEACHING

- 152. The lecturer corrected errors without causing embarrassment.
- 153. The lecturer allowed errors to pass.
- 154. The lecturer was too pedantic about pronunciation.
- 155. The lecturer instilled confidence as a speaker of the target language.
- 156. The lecturer encouraged use of the target language in the classroom.
- 157. The lecturer spoke the target language too fast.
- 158. The lecturer spoke the target language too slowly.
- 159. Conversation classes were used properly to develop conversation skills.
- 160. The lecturer used the language laboratory well.
- 161. The lecturer used the language textbook effectively.
- 163. The lecturer related language to cultural and other issues.
- 164. The lecturer adjusted readily to students' level of competence.

DISTANCE/FLEXIBLE TEACHING

- 187. The lecturer was prompt in responding to my email and telephone calls.
- 188. Where possible, interaction with other students was encouraged.
- 189. The lecturer linked material in this subject with material in other subjects.
- 190. Examples and illustrations were used well in the study materials.
- 191. The study materials helped me to pace my learning.
- 192. The study materials were clearly set out.
- 193. The components of the study materials were well integrated.
- 194. Activities and self-assessment questions in the study materials aided my understanding.
- 195. Written work was returned promptly.
- 196. Study guides helped me to understand the material.

199. The lecturer welcomed feedback on the subject materials.
200. The lecturer came across as intimidating.
201. I have learned to apply principles from this subject in new situations.
202. I have learned to discuss the unit with others.
203. The lecturer encouraged me to participate in group activities such as teleconferences and study schools.
204. The lecturer made me feel welcome to the subject.
205. The unit materials facilitated notetaking.
207. The lecturer structured the unit materials well.
208. The unit materials stimulated me to follow up points that were raised.
209. The lecturer's examples and illustrations were clear.
210. The lecturer writes clearly.
211. The unit materials helped me to tackle the unit.
212. Assignments tied in with the unit objectives.
213. The grading system was explained clearly in the subject materials.
214. The prescribed textbooks were useful.
215. Required reading material was included in the book of readings.