

# Perceptions Concerning Instructor's Attempts to Motivate or Challenge Students Using the IDEA Student Evaluation

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# Background

- Student questionnaires have been used for a number of years to evaluate the quality of teaching
- Generally written using Likert scale type questions where one end always represents a positive response.

Your thoughtful answers to these questions will provide helpful information to your instructor.

Describe the frequency of your instructor's teaching procedures, using the following code:

1=Hardly Ever

2=Occasionally

3=Sometimes

4=Frequently

5=Almost Always

The Instructor:

1.  1  2  3  4  5 Displayed a personal interest in students and their learning

2.  1  2  3  4  5 Found ways to help students answer their own questions

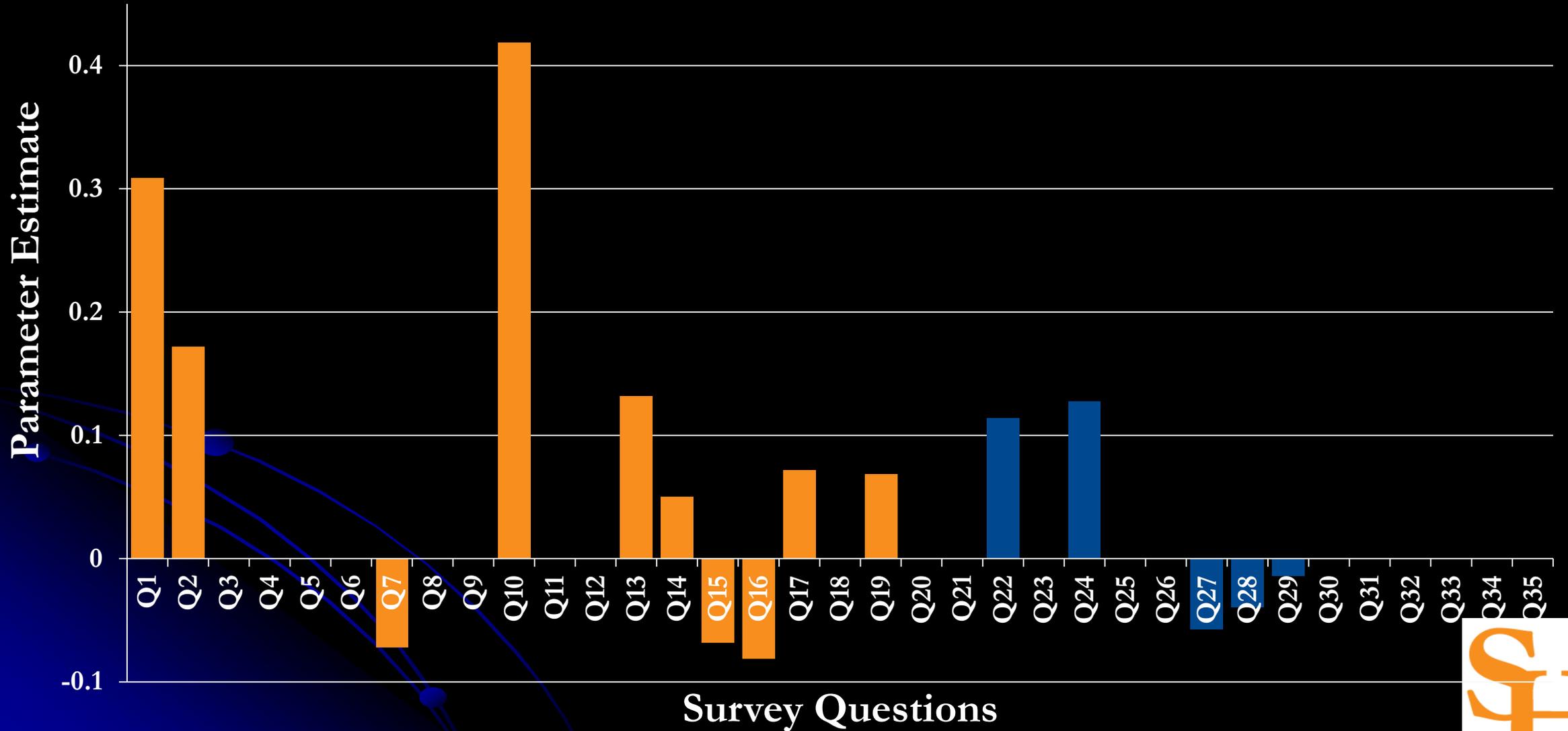


# Background

- The IDEA survey is a student questionnaire developed at Kansas State University with the ultimate goal to improve instruction using student feedback.
- IDEA survey contains questions pertaining to:
  - Teaching methods and styles
  - Course objectives
  - A description of the course



# Parameter Estimates of Instructor Quality



# Objective

- To determine if perceptions of these prompts differed among students with a focus on questions involving an instructor's attempts to motivate or challenge students.



# Materials and Methods

- The first 20 questions of the IDEA survey were administered online to students (n=279)
  - Students were instructed to rewrite each prompt in their own words
  - Responses were categorized by intent and counted
  - Blank or prompts not answered as instructed were removed
  - Four questions pertaining to instructor's attempts to motivate or challenge students presented

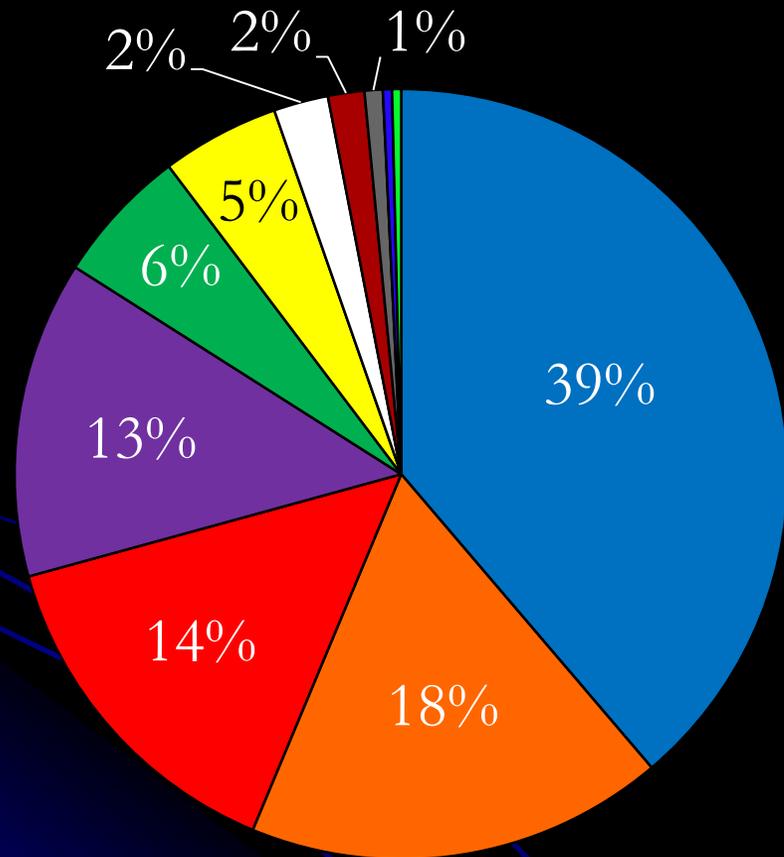


# Materials and Methods

- Q8. The instructor stimulated students to intellectual effort beyond that required by most courses
- Q15. The instructor inspired students to set and achieve goals which really challenged them
- Q16. The instructor asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own
- Q19. The instructor gave projects, tests, or assignments that required original or creative thinking

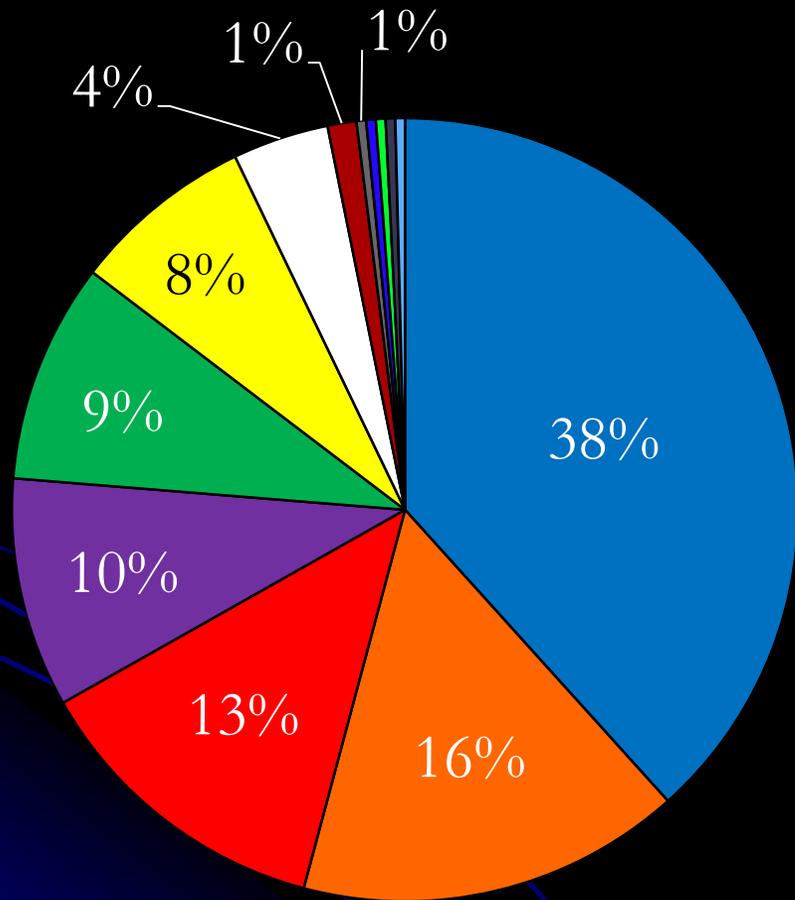


# The instructor stimulated students to intellectual effort beyond that required by most courses



- Above And Beyond
- Critical Thinking
- Engaging Students
- Difficulty Of Course
- Research
- Helped Student
- Interesting Material
- Outside Involvement
- Student Had No Idea
- Extra Credit
- Reviewed Previous Courses

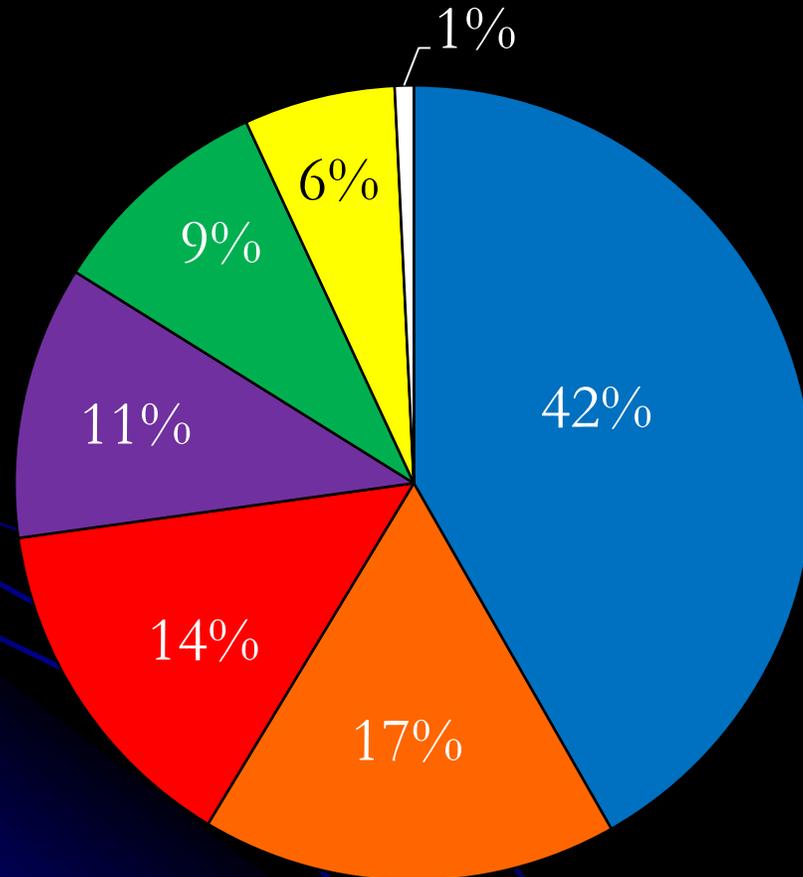
# The instructor inspired students to set and achieve goals which really challenged them



- Encouraged Goals
- Pushed Students
- Above And Beyond
- Instructor Challenged Them
- Caring Professor
- Inspired
- Set Grading Scale
- Extra Help
- Growth
- Instructors Expectation
- Interesting Class
- Mentor Students
- Professor Motivated Them



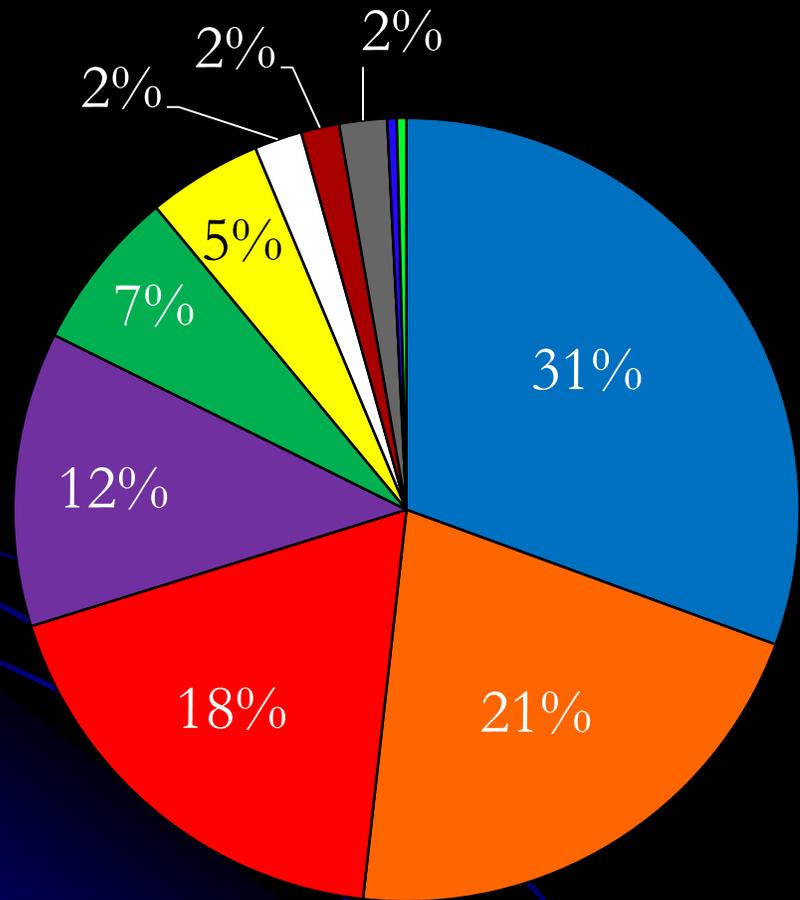
The instructor asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own



- Students Views
- Real Life Examples
- Discussion Boards
- Unbiased Instructor
- Classroom Interaction
- Diversity
- Expert Views



# The instructor gave projects, tests, or assignments that required original or creative thinking



- Creativity
- Outside Of The Box
- Critical Thinking
- Individuality
- Short Answer
- Life Examples
- Challenging
- Basic Info
- Participation/ Time
- Following Instructions
- Hard Test



# Discussion

- **Puzzling**

- Most questions have similar responses, but with distinctly different meanings and student needs.

- How do we analyze and apply these responses when no more than 42% the students agree on any single response



# Conclusions

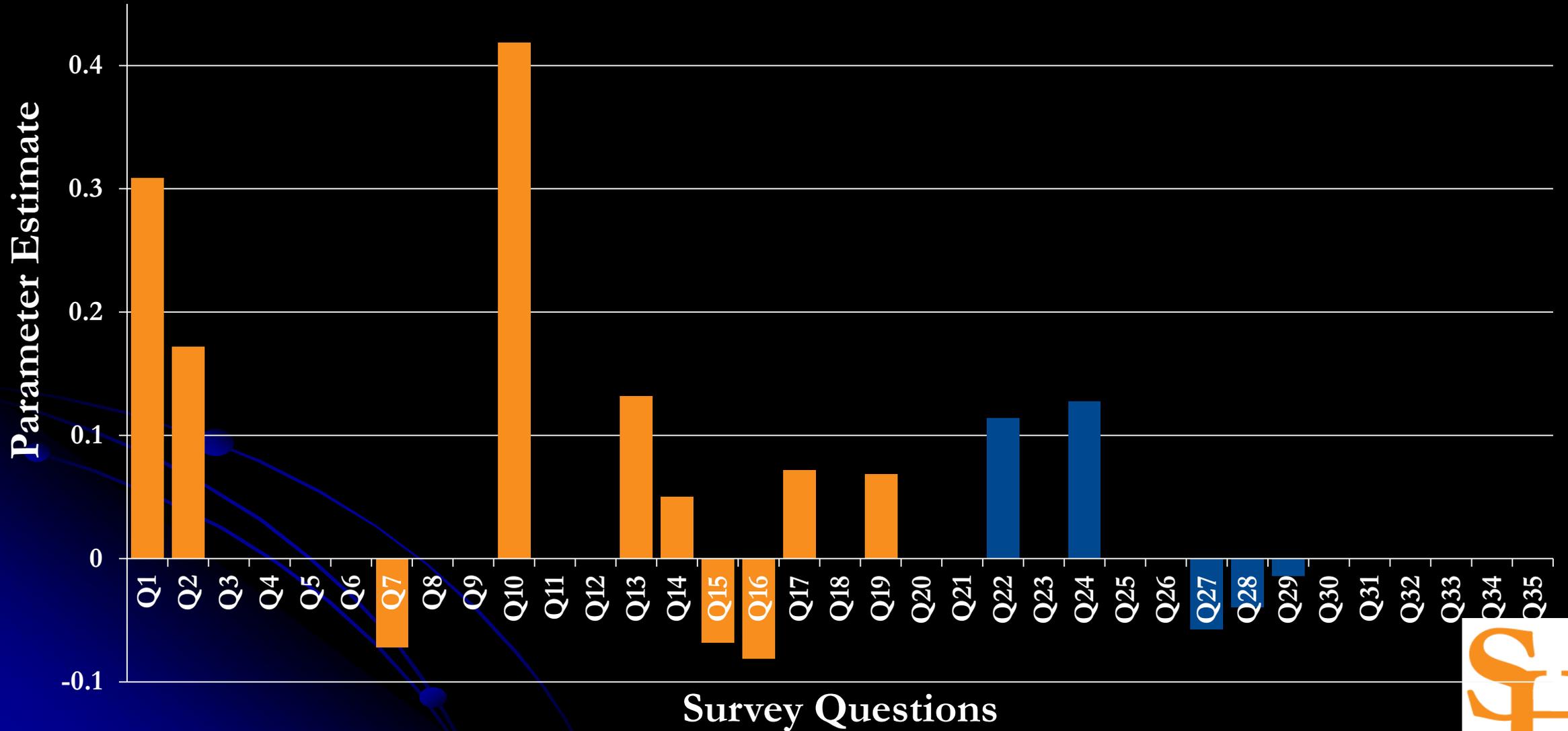
- Previous research shows not all questions are equal in the eyes of students
  - Compare results with previous research focusing on the importance of each question
- Ambiguous questions or prompts lead to multiple answers and a greater likelihood of a negative viewpoint from students



# Questions?



# Parameter Estimates of Instructor Quality



# Questions 1-20

The instructor...

1. displayed a personal interest in students and their learning
2. found ways to help students answer their own questions
3. scheduled course work (class activities, test, projects) in ways which encouraged students to stay up-to-date in their work
4. demonstrated the importance and significance of the subject matter
5. formed "teams" or "discussion groups" to facilitate learning
6. made it clear how each topic fit into the course
7. explained the reasons for criticisms of students' academic performance
8. stimulated students to intellectual effort beyond that required by most courses
9. encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding
10. explained course material clearly and concisely
11. related course material to real life situations
12. gave tests, projects, etc. that covered the most important points of the course
13. introduced stimulating ideas about the subject
14. involved students in "hands on" projects such as research, case studies, or "real life" activities
15. inspired students to set and achieve goals which really challenged them
16. asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own
17. provided timely and frequent feedback on tests, reports, projects, etc. to help students improve
18. asked students to help each other understand ideas or concepts
19. gave projects, tests, or assignments that required original or creative thinking
20. encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)

