

## Valid Finalized Questionnaire in Construct Order

The survey questions below are written to address some aspect of teaching effectiveness. They are written syntactically to align with the following specific response set:

- |                      |                   |
|----------------------|-------------------|
| 1. Strongly disagree | 4. Somewhat agree |
| 2. Disagree          | 5. Agree          |
| 3. Somewhat disagree | 6. Strongly agree |

This response set is designed to eliminate any neutral point and to force the respondent to make a choice in a specific perceptual direction (negative or positive) with three directional levels of magnitude each in those perceptions.

Overlap of survey questions from one construct to another is acceptable if the survey questions are addressing conceptually separate intent related to the specific construct, e.g., item 1 under Instructional Design, Instructional Practices, and Student Learning are addressing the student learning outcomes in a conceptually different manner. Conceptual overlap within a construct is also acceptable to assure the validity of the construct if there is enough perceived difference in the survey questions to be meaningful. Note:

***Construct definitions below are for clarity purposes only and will NOT become part of the survey.***

### **Instructional Design:**

*Instructional design refers to the planning, structure and organization of the course, and whether the course possesses instructional features commonly viewed as being important to student learning. Were the learning outcomes and requirements clear, were the course materials relevant and useful, and were assignments well scheduled and relevant?*

1. The learning outcomes for this course were clearly stated.
2. Student responsibilities in this course were clearly defined.
3. The course schedule was clearly laid out.
4. Criteria for assessing performance in this course were clearly stated.

### **Instructional Practices:**

*Instructional practices refer to what is experienced by students when they attend class. Were the teaching methods effective, was the class atmosphere supportive, and was feedback timely?*

1. The course's subject matter was covered in a clear manner.
2. Course sessions were well prepared.
3. Feedback in this course was constructive.

### **Student Engagement:**

*Student engagement refers to the motivation and active involvement of students in the course. Did the instructor encourage student participation and self-responsibility, communicate with students effectively, and demonstrate willingness to help students?*

1. Instructional activities contributed to my desire to actively engage in this course.
2. This course stimulated my interest in the subject matter.
3. This course motivated me to learn.

### **Student Learning:**

*Student learning refers to the outcomes of the course, regarding new knowledge, as well as subject-related skills and general abilities, including thinking and reasoning skills. Did the course increase students' knowledge and abilities, are the learned skills transferrable to other subjects?*

1. I increased my knowledge in this subject as indicated by the course learning outcomes.
2. Strategies for learning (learning how to learn) in this course are transferable to other subjects.
3. This course contributed to my understanding of the subject matter.