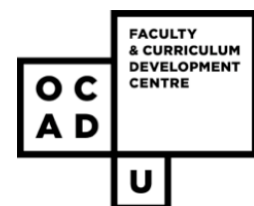


## Student Feedback on Courses Question Personalization Database

The following questions can be used as Likert questions (responses that ask students to agree with the statement on a scale of 1-5)

They can also be altered to become open-ended questions (often by including “How” and/or asking students to expand on their response). Several of these questions include references to online aspects, which can be eliminated if they do not apply to your course.

- When introducing course content (online), the instructor drew student attention to important ideas or concepts.
- The course instructor assigned and arranged course readings in a manner that seemed to build on one another throughout the course.
- During (online) discussions and/or chatting, the course instructor highlighted themes or patterns in student responses for further reflection or discussion.
- Throughout the course, the instructor modeled (online) participatory behaviours that he or she expected from students.
- The course instructor maintained a regular, engaged presence during (online) activities and discussions throughout the course.
- The ways in which the instructor made himself or herself available to students was effective throughout the course.
- The course instructor created an approachable presence online.
- The course instructor encouraged students to participate in (online) course discussions and activities.
- Students were provided with multiple ways (e.g. email, phone, discussion boards, [online] office hours, etc) to interact with the instructor throughout the course.
- The course instructor’s use of the (online) learning environment facilitated my understanding of the course material.
- The course instructor encouraged online consultation with students through email, chat, or other communication tools.
- The course instructor encouraged (online) interaction among students within the course.
- The course instructor’s online communications to students (discussion posts, video capture, email, announcements, etc) were clear.
- The organization of (online) activities in the course was clear and easy to follow.
- Online communication tools (e.g. webinar tools, discussion forums, chat) facilitated interaction between students and the instructor throughout the course.



- The (online) course environment created a learning space that enriched or strengthened my learning of the course material.
- The (online) learning environment fostered a sense of community in the course.
- (Online) tools for submitting assignments etc, were reliable throughout the course.
- Technological and online requirements were articulated clearly at the beginning of the course.
- (Online course technical) support was available throughout the course.
- (Online) interactions with my peers improved my understanding of the course material.
- (Online) collaborations with my peers improved my understanding of the course material.
- (Online) content resources, library references, data sources, and web site links provided by the instructor contributed to my understanding of the course material.
- (Online) tools, used to support course activities, contributed to my learning of the course material.
- Throughout the course, the rationale for online versus in-class course activities, discussions, etc, was clear.
- The blending of online learning and in-class learning in this course enhanced my understanding of the course material.
- Overall, the quality of the (online) learning environment in this course was:

These questions are adapted from the UofT [Course Evaluation Item Validation Project for Online Learning Environments](#). Accessed Feb 24, 2015

