



IDEAedu.org

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IDEA Learning Objectives and Teaching Methods

The IDEA Student Ratings of Instruction System focuses on student learning of faculty-selected course outcomes. The model is based on the idea that specific teaching methods influence certain types of student learning under certain circumstances. IDEA's feedback reports are tailored to fit the instructor's selected learning goals and offer recommendations and specific resources for improvement.

Learning Objectives

Learning objectives are analogous to course outcomes. Faculty identify the objectives that are relevant to their course and students rate their progress on the learning objectives. The resulting report will show the students' progress on learning for the objectives selected by the instructor.

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing myself orally or in writing
9. Learning how to find and use resources for answering questions or solving problems
10. Developing a clearer understanding of, and commitment to, personal values
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Acquiring an interest in learning more by asking my own questions and seeking answers

Scale used by Instructor:

Using the scale provided, identify the relevance of each of the twelve objectives to this course. As a general rule, prioritize what you want students to learn by selecting no more than 3-5 objectives as either Important or Essential.

M = Minor or No Importance

I = Important

E = Essential

Scale used by Students:

Twelve possible learning objectives are listed below, not all of which will be relevant in this class. Describe the amount of progress you made on each (even those not pursued in this class) by using the following scale:

1—No apparent progress

2—Slight progress; I made small gains on this objective.

3—Moderate progress; I made some gains on this objective.

4—Substantial progress; I made large gains on this objective.

5—Exceptional progress; I made outstanding gains on this objective.

Teaching Methods

The teaching methods below relate to the IDEA learning objectives. Students rate how frequently the teaching methods are utilized in class. The resulting report highlights the specific teaching methods that support the selected learning objectives.

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, tests, projects) in ways that 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.)

Scale used by Students:

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