

Intentions vs. Realities:

Updating a Student Rating of Teaching (SRT) Instrument for Online/Blended Courses



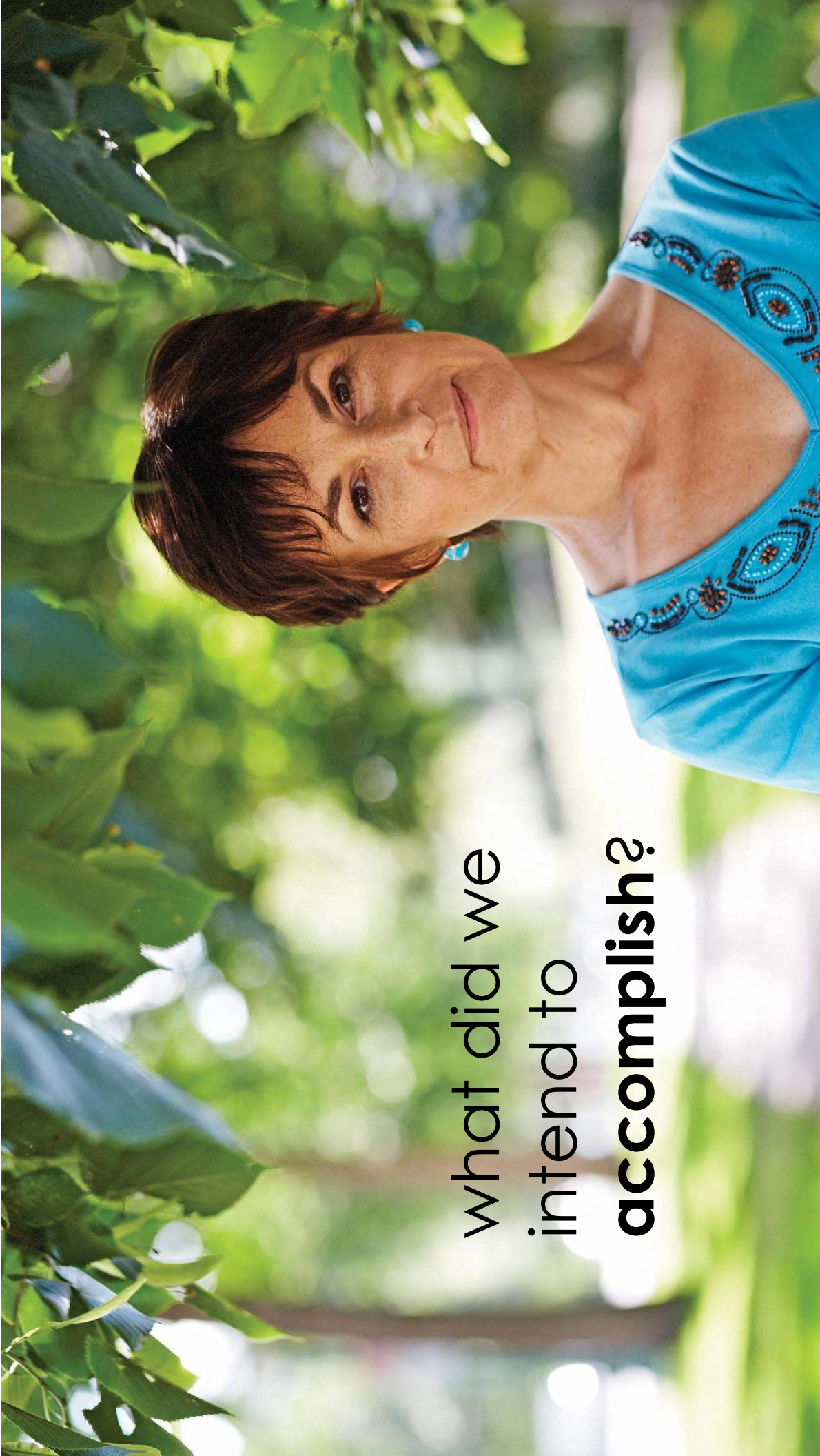
Stephanie Klein, PhD
Office of Measurement Services
UM Twin Cities

David Langley, PhD
Center for Educational Innovation
UM Twin Cities



UNIVERSITY OF MINNESOTA
Driven to DiscoverSM

what did we
intend to
accomplish?



University of Minnesota Student Rating of Teaching

INSTRUCTOR: _____ TERM: _____ CURRENT YEAR: _____
DEPARTMENT: _____ COURSE #: _____ SECTION: _____

Your responses to this questionnaire are important because they will be used in reviewing the teaching performance of your instructor. Your written comments are also requested to help your instructor improve future course offerings. The results of this rating (including all rating forms) will not be returned to the instructor until after the final grades are submitted for this course. In addition to a No. 2 pencil, you may use a blue or black pen. Completely fill in the oval of your choice. If you erase, erase completely. Multiple marks will result in the answer being omitted from the results.

Instructor Items:

Carefully read each statement and select a response

1. The instructor was well prepared for class.
2. The instructor presented the subject matter clearly.
3. The instructor provided feedback intended to improve my course performance.
4. The instructor treated me with respect.
5. I would recommend this instructor to other students.

Strictly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strictly Disagree
(6)	(5)	(4)	(3)	(2)	(1)
(6)	(5)	(4)	(3)	(2)	(1)
(6)	(5)	(4)	(3)	(2)	(1)
(6)	(5)	(4)	(3)	(2)	(1)
(6)	(5)	(4)	(3)	(2)	(1)

What did the instructor do that most helped your learning?

what is the **history** and **context** of the SRT at UMTC?



how did we
envision the
the overall
work process?

how did we
determine the
range of
possible
items?



reality of
developing
the items...



item possibilities

1. The instructor supported my active participation in this course

The instructor facilitated meaningful participation

The instructor facilitated and modeled meaningful participation

The instructor encouraged active participation in this course

The instructor supported active participation in this course

2. The course site was easy to use

The course site was well organized

The course site was well designed

3. I found the learning activities in this course engaging

The activities in this course supported my learning

The learning activities in this course were engaging

The learning activities in this course engaged me

The instructor kept me engaged throughout the course

4. Interactions with the instructor helped me learn

Interactions with the instructor enabled me to be successful in the course

The activities in this course motivated my learning

5. The course content was valuable

The course content was relevant

The course content was current

The course content was applicable



how did students **react**
to the proposed items in the
cognitive walk-through?

what items did we **pilot** in Spring 2018 courses?

1. The instructor supported my active participation in this course
2. The course site was easy to use
3. The activities in this course supported my learning
4. Interactions with the instructor helped me learn

what did the pilot entail?



what did the
pilot data
reveal?



current “finalized” items

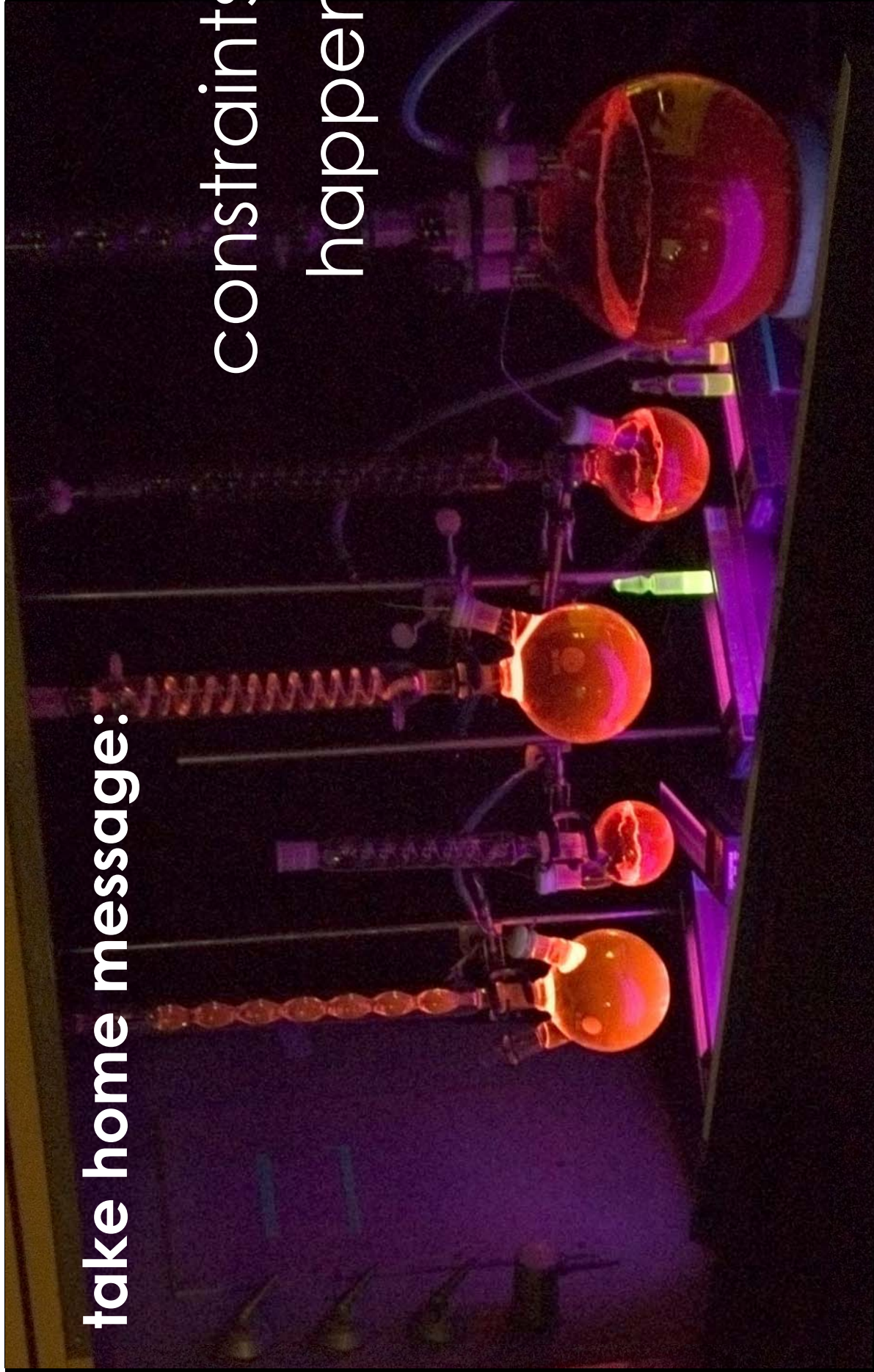
1. The course site was easy to use
2. The activities in this course supported my learning
3. Interactions with the instructor helped me learn

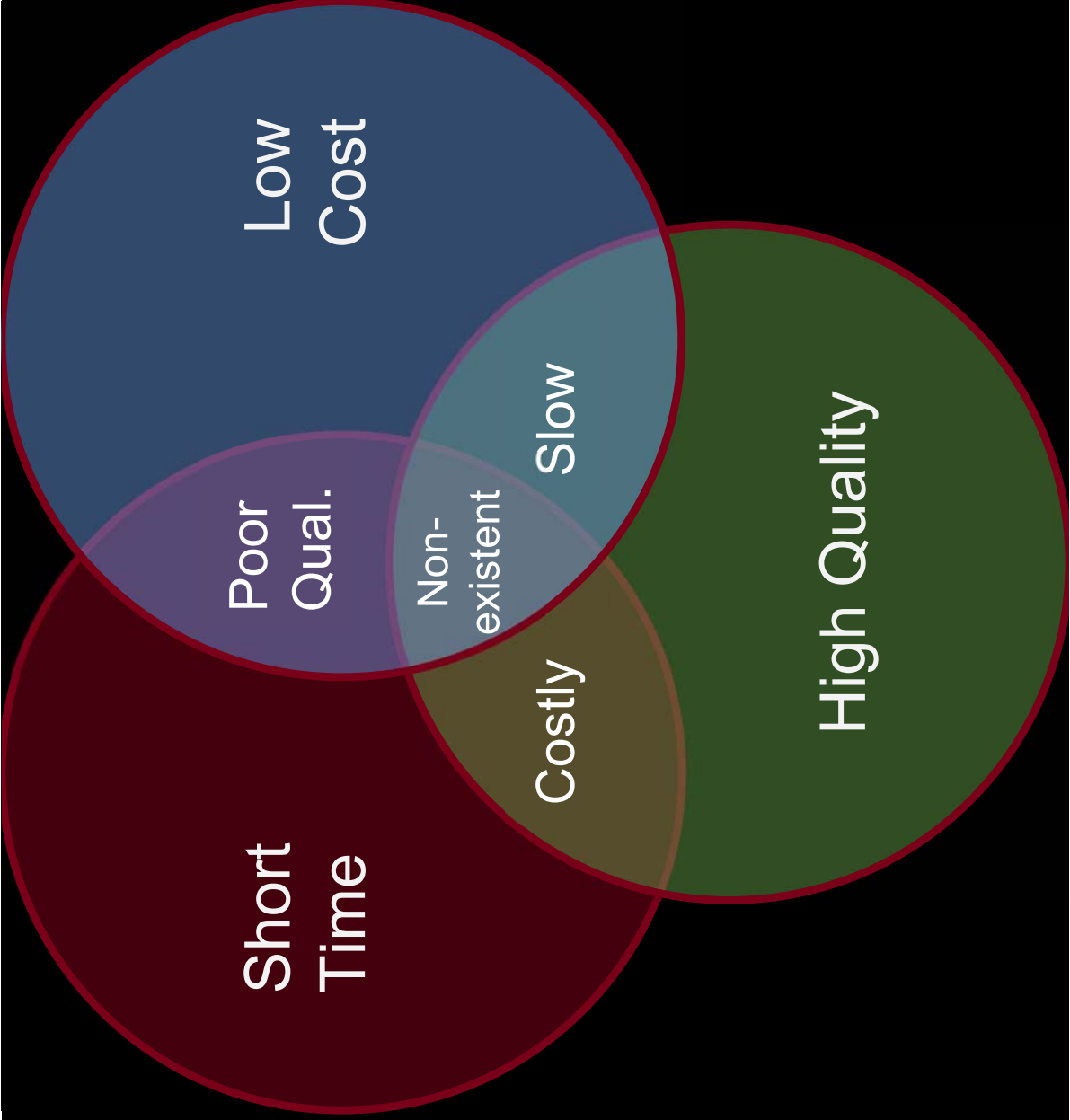
what is the
intended
launch plan?



take home message:

constraints
happen





Low
Cost

Poor
Qual.

Non-
existent

Slow

Costly

High Quality

Short
Time

