

Ideal-CL Course Evaluation Items

(In use for my three inner years at ACU)

Relevant Objectives Section

Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)

Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures

Learning to apply course material (to improve thinking, problem solving, and decisions)

Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Acquiring skills in working with others as a member of a team

Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)

Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

Developing skill in expressing myself orally or in writing

Learning how to find, evaluate, and use resources to explore a topic in depth

Developing ethical reasoning and/or ethical decision making

Learning to analyze and critically evaluate ideas, arguments, and points of view

Learning to apply knowledge and skills to benefit others or serve the public good

Learning appropriate methods for collecting, analyzing, and interpreting numerical information

Formative Section

Found ways to help students answer their own questions

Demonstrated the importance and significance of the subject matter

Made it clear how each topic fit into the course

Explained course material clearly and concisely

Introduced stimulating ideas about the subject

Inspired students to set and achieve goals which really challenged them

Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)

Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)

Encouraged students to reflect on and evaluate what they have learned

Provided meaningful feedback on students' academic performance

Stimulated students to intellectual effort beyond that required by most courses

Created opportunities for students to apply course content outside the classroom

Formed teams or groups to facilitate learning

Asked students to help each other understand ideas or concepts

Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding

Involved students in hands-on projects such as research, case studies, or real life activities

Gave projects, tests, or assignments that required original or creative thinking