

A Gallery of Student-Feedback Questions

General Questions

[Most of these can be generalized to specific aspects of the course: lectures, sections, assignments, etc.]

With regard to your learning, what is the most effective aspect of this course, and why?

Paired open-answer questions:

1. What do you find most effective about the course?
2. What would you like to change about the course?

"Stop/start/continue" open-answer questions:

1. What are the most positive aspects of this course?
2. What is happening in the course that you would like to see changed?
3. What would you like to see happen that isn't happening?

Scaled questions [typically 1=not effective; 3 = moderately effective; 5=very effective, with opportunity to comment]:

- Is the course effective overall?
- Please rate the effectiveness of lectures in aiding your learning.
- Please rate the effectiveness of the course as a whole for fostering your learning.

Which of the following factors motivated you to enroll in this course? [Check all that apply]

- Interest in course's content in general
- Interest in a specific aspect of the course. Please elaborate:
- Reputation of quality of course or instructor(s)
- Reputation of difficulty of course. Please elaborate:
- Concentration or secondary field requirement
- Distribution requirement (Gen. Ed. etc.)
- Other requirement (premed etc)
- Course meeting time
- other - please specify:

Course Organization

How well are the various aspects of the course (e.g., lectures, sections, labs, assignments, readings, online forums etc.) integrated with the course as whole? Please comment below.

Scaled questions [typically 1-5, 1='strongly disagree'; 5='strongly agree', with opportunity for comment]:

- Readings complement the lectures and discussion sections well.
- Sections complement the course well.

- Labs are well coordinated with lectures and readings
- The instructors give a consistent

Open questions on a specific aspect of the course; 'Writing' used as an example here:

- Did the writing components of the class make it different from others you have had? If so, how?
- Did the attention your instructor gave to your writing help you? If so, how?
- Have the writing features helped you to learn the course material? Please discuss.
- Has the emphasis on writing required greater time and effort? If yes, was it worth it?
- Which writing features of the course have you found most/least useful?
- Will the work you did on writing here affect your writing for other courses? If yes, how?

Effectiveness of Teaching

[See also 'General Questions' above for other possible phrasings.]

What are the section leader's strengths?

What suggestions do you have regarding the section leader's teaching?

Scaled questions [typically 1-5 scale, 1='not very effective' or 'strongly disagree'; 5='very effective' or 'strongly agree']:

- The teacher explains material clearly.
- The teacher directs and stimulates discussion effectively.
- The teacher indicates important points to remember.
- The teacher establishes objectives for each class meeting.
- The teacher is well-prepared.
- The teacher answers questions well.
- The teacher explains the thinking behind his/her statements.
- The teacher stimulates interest in the material.
- The teacher effectively encourages students to ask questions and to give answers.
- The teacher is available outside of class.
- The teacher adjusts the pace of class to the students' level of understanding.
- Please rate the effectiveness of the teacher's teaching in aiding your learning.

Readings and Assignments

Scaled questions [typically 1-5 scale, 1='not very useful' or 'strongly disagree'; 5='very useful' or 'strongly agree']:

- Please rate the usefulness of the assignments (readings, papers, problem sets etc.) in aiding your learning
- Please rate the quality of the feedback you receive on your contributions in class and/or in section, on graded work etc
- The writing assignments are clear to me; I know what the task is.
- The teacher provides helpful comments on papers and exams.

Student Learning

Name the primary things you have learned in the course to this point (max. of 3).

Name the primary additional things you expect to have learned by the end of this course.

What do you think the coursehead's primary goals for the course are? (max. of 3).

What topics are you still unsure or confused about?

What topics do you feel you are expected to currently understand, but don't?

Student Workload, Effort, and Perception

Approximately what fraction of class meetings have you attended?

Approximately what fraction of the readings do you do each week?

On average, approximately how many hours per week do you spend on coursework outside of class/section/lab?

Scaled questions [typically on 1-5 scale, 1='strongly disagree'; 5='strongly agree']:

- I am usually well-prepared for section.
- I understand what is expected of me in preparation and participation.
- The assignments make sense to me; I understand their purpose.
- I feel encouraged to participate in class and respond to others.
- I get clear responses to what I say in class; I find out how to improve.
- The teacher treats students with respect.
- The teacher is tolerant of different opinions expressed in class.
- The teacher shows genuine interest in students.
- Rate the amount of effort you are putting into preparing for class, relative to what you would consider appropriate for this course's material. (1=much less effort than appropriate; 3=roughly appropriate; 5=much too much effort)

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