

Course evaluation report

Faculty:	FEW
Programme:	IMM
Course:	Multimedia authoring
Lecturer(s):	Eliens
Number:	25.0219
Course code:	
Year:	
Date evaluation:	periode 1
Date arrived at CETAR:	25-10-2012
Datum report:	30-11-2012
Respondents:	28

1. The questionnaire used

The questionnaire used in this course for the most part consists of questions with five possible answers. Students can indicate for these questions the extent to which they "agree" or "disagree" with a statement. For example: "agree" or "disagree" with the statement "I learned a lot in this course". The most unfavourable choice (-- = disagree completely/very poor) has been allocated the coding 1, and the most favourable alternative (++ = agree completely/very good) the coding 5; the other options lie in-between.

Each respondent has the opportunity to write comments or further explain his/her answers at the end of the form.

2. Results display

The results of the questionnaire are displayed in three ways:

1. The table on the first page displays the average score for all the 5-point questions.
Moreover, the table includes the following information for comparison:
 - The average of the VU University Amsterdam, based on previous answers to the questionnaire.
 - The 67% interval: this interval corresponds to the average of the VU plus and minus one standard deviation. Approximately 67% of the average scores of earlier questionnaires are in this area.
 - The average of the faculty.
2. The diagram on the second page illustrates the same in a graph.
3. The table on the third page shows the standard deviation per question in addition to the average, as well as the number of respondents and the frequency distribution of the alternative answers.

The comments made by the students have been included as an integral part of this report (at the end). No selection took place nor have changes been made to formulations and the like.

3. Interpretation of the results

When assessing whether a particular average score should be regarded as (very) low, average or (very) high, in general the following limits were set regarding the 5-point question type referred to above:

<2½ : very low
2½ - 3 : low
3 - 3½ : fairly low to reasonable
3½ - 4 : reasonable to fairly high
> 4 : (very) high

Absolute assessments

The application of the rule of thumb referred to above leads to more or less absolute assessments. These assessments are only valid when the questions are correctly formulated (a not too modest, positively phrased statement), if there are a reasonable number of respondents ($N > 15$) and the standard deviation is not too high ($SD < 1.0$).

If one of these conditions is not met, caution must be used in applying the rule of thumb:

Small or deviating N

If the number of respondents who have answered a question is (considerably) smaller than the total number of respondents, as a rule this means that the question does not apply to everyone and/or that the subject of the question does not or hardly plays a role. Furthermore, the averages for a small N are more sensitive to outliers so that their illustration in the table and graph may be misleading. It is important to refer to the frequency distribution to determine whether or not this is the case.

High standard deviation

A relatively high standard deviation demands caution when interpreting average scores. For example, an average rating of 3.5 for the quality of course material is not properly characterised as “reasonable” if this average is the result of a high number of negative scores and a high number of positive scores while ratings in the middle seldom occur.

The frequency distribution can clarify whether or not the usual interpretation (“reasonable” for an average of 3.5, for example) is correct.

Comparative assessments

The comparison with VU and faculty averages (reference scores) can supplement and qualify an interpretation based on the rule of thumb referred to above. For example, an average rating of 3.5 has a different meaning depending on how high the faculty or VU average is, especially if these averages are to be viewed as a norm.

Comparison with the 67% interval

The 67% interval indicates the limits for the average within which the outcomes can still be considered “normal” (usual). A score below the 67% interval means that approximately 83% of the VU’s lecturers were given a higher score for that particular question in the past, and a score above the 67% interval means that the score for the lecturer for the evaluated component of the programme is in the top 17% of VU lecturers.

Finally, the interpretations based solely on numbers referred to above, can be further qualified by the written comments of the students.

Research articles concerning the usefulness of course evaluation results can be found at:
www.intranet.vu.nl/onderwijsevaluatie.

Teacher Rating Form

Course: Multimedia authoring
Lecturer(s): Eliens
Faculty: FEW
Number: 25.0219
Date: periode 1
Respondents: 28

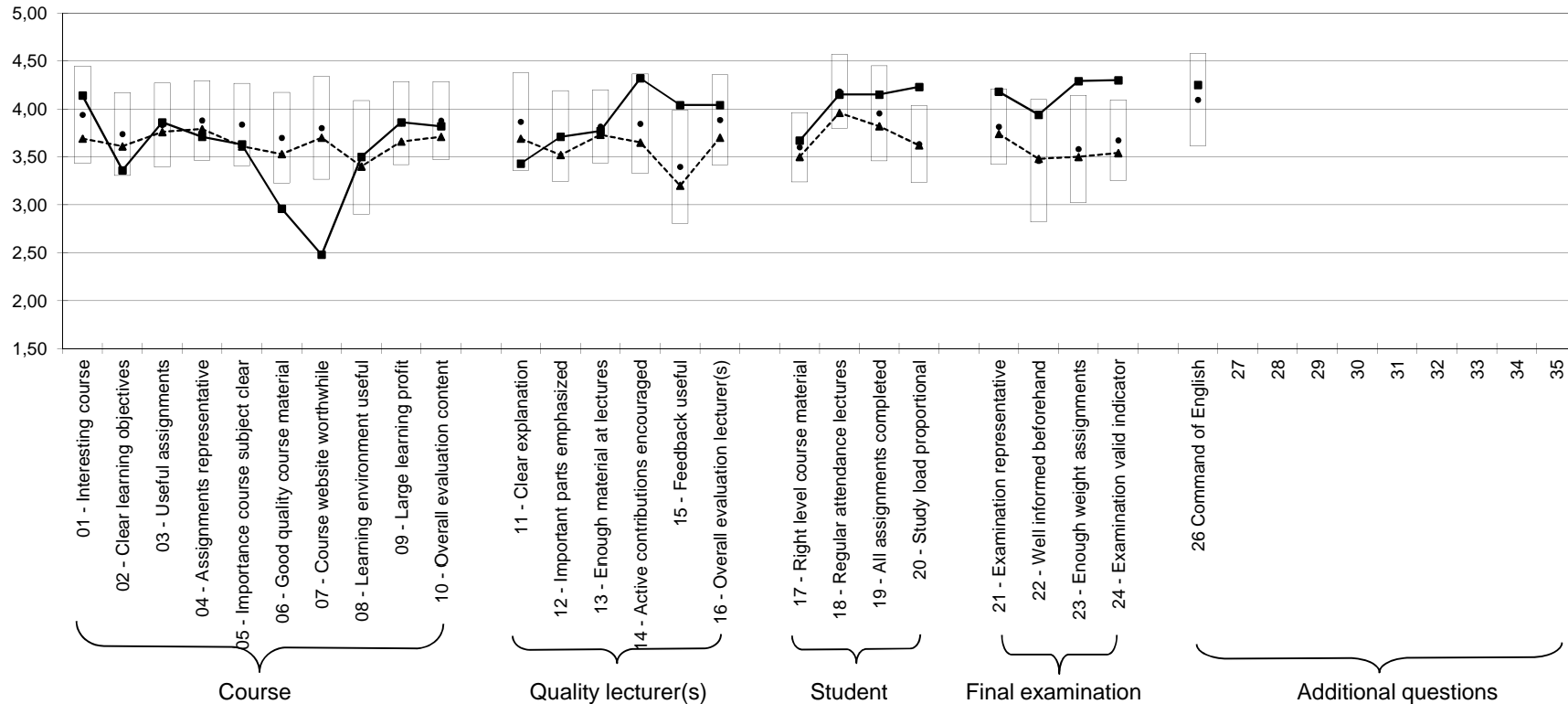
	VU-mean	67%-interval	Few	Course number
				25.0219
Course content				
01 - Interesting course	3,94	3,43 - 4,45	3,69	4,14
02 - Clear learning objectives	3,74	3,31 - 4,17	3,61	3,36
03 - Useful assignments	3,83	3,40 - 4,27	3,76	3,86
04 - Assignments representative	3,88	3,47 - 4,29	3,79	3,71
05 - Importance course subject clear	3,84	3,41 - 4,27	3,61	3,63
06 - Good quality course material	3,70	3,23 - 4,17	3,53	2,96
07 - Course website (BB) worthwhile	3,80	3,26 - 4,34	3,70	2,48
08 - Learning environment (BB) useful	3,49	2,90 - 4,09	3,40	3,50
09 - Large learning profit	3,85	3,42 - 4,29	3,66	3,86
10 - Overall evaluation course content	3,88	3,47 - 4,29	3,71	3,82
Didactic skills lecturer(s)				
11 - Clear explanation	3,87	3,36 - 4,38	3,69	3,43
12 - Important parts emphasized	3,72	3,24 - 4,19	3,52	3,71
13 - Enough material at lectures	3,82	3,44 - 4,20	3,73	3,77
14 - Active contributions encouraged	3,85	3,33 - 4,36	3,65	4,32
15 - Feedback useful	3,40	2,81 - 3,99	3,20	4,04
16 - Overall evaluation lecturer(s)	3,89	3,42 - 4,36	3,70	4,04
Study load / student participation				
17 - Right level course material	3,60	3,24 - 3,96	3,50	3,67
18 - Regular attendance lectures	4,18	3,80 - 4,57	3,96	4,15
19 - All assignments completed	3,95	3,46 - 4,45	3,82	4,15
20 - Study load proportional to credits	3,63	3,23 - 4,03	3,62	4,23
Final examination				
21 - Examination representative	3,81	3,42 - 4,21	3,74	4,18
22 - Well informed beforehand	3,46	2,82 - 4,10	3,48	3,94
23 - Enough weight assignments	3,58	3,02 - 4,14	3,50	4,29
24 - Examination valid indicator	3,67	3,25 - 4,09	3,54	4,30
Additional questions				
26 Command of English	4,10	3,61 - 4,58		4,25
27				na
28				na
29				na
30				na
31				na
32				na
33				na
34				na
35				na
Expected grade				
25a - fail	7,8	0,0 - 18,6		0,0
25b - doubtful	33,0	11,7 - 54,3		14,3
25c - pass	59,2	33,1 - 85,4		85,7
N	1229		393	28

Explanation

Scores below the 67%-interval (lower than about 83% of all evaluated courses) are shaded.

Scores above the 67%-interval (higher than about 83% of all evaluated courses) are printed bold.

Teacher Rating Form
Multimedia authoring; Eliens; periode 1
code: 25.0219 FEW n = 28



The figure above is a graphic representation of the data from the table. The mean score of each question of this particular course is represented by a *black square*, connected with an *uninterrupted line*. The mean scores of this faculty / programme are represented by *black triangles*, connected with a *dotted line*.

The VU mean is based on 1.229 different courses from various faculties, evaluated since 2004-2005. For each question, the rectangles within the figure mark the area in which two third of those 1.229 mean scores lie: the 67% interval. The VU mean lies precisely in the middle of the rectangle, and is indicated by a small dot. Of course, as a rule there is no VU mean nor a 67% interval available for any additional questions because they can be different every time (with the exception of 'standard' additional questions about command of English, tutorials and practicals within some faculties).

The figure can be used to compare one's own teaching performance with those of all university teachers (VU mean), and with that of the colleagues within the own faculty. Besides, it becomes clear if potential differences (positive or negative) are unusually great: above or below the 67% interval.

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Faculty: FEW
Number: 25.0219
Date: periode 1
Respondents: 28

	--	-	+/-	+	++	n	mean	s.d.
Course content								
01 - Interesting course	0	1	4	13	10	28	4,14	0,80
02 - Clear learning objectives	2	4	8	10	4	28	3,36	1,13
03 - Useful assignments	0	3	5	13	7	28	3,86	0,93
04 - Assignments representative	0	3	10	7	8	28	3,71	1,01
05 - Importance course subject clear	1	2	7	13	4	27	3,63	0,97
06 - Good quality course material	4	5	8	6	3	26	2,96	1,25
07 - Course website (BB) worthwhile	7	8	5	6	1	27	2,48	1,22
08 - Learning environment (BB) useful	0	5	6	12	3	26	3,50	0,95
09 - Large learning profit	1	2	4	14	7	28	3,86	1,01
10 - Overall evaluation course content	1	1	7	12	7	28	3,82	0,98
Didactic skills lecturer(s)								
11 - Clear explanation	1	5	8	9	5	28	3,43	1,10
12 - Important parts emphasized	0	3	9	9	7	28	3,71	0,98
13 - Enough material at lectures	0	1	9	11	5	26	3,77	0,82
14 - Active contributions encouraged	0	0	5	9	14	28	4,32	0,77
15 - Feedback useful	0	1	7	10	10	28	4,04	0,88
16 - Overall evaluation lecturer(s)	0	0	6	15	7	28	4,04	0,69
Study load / student participation								
17 - Right level course material	2	1	8	9	7	27	3,67	1,14
18 - Regular attendance lectures	0	2	3	11	11	27	4,15	0,91
19 - All assignments completed	1	1	2	11	11	26	4,15	1,01
20 - Study load proportional to credits	0	1	4	9	12	26	4,23	0,86
Final examination								
21 - Examination representative	0	0	3	8	6	17	4,18	0,73
22 - Well informed beforehand	0	0	5	8	4	17	3,94	0,75
23 - Enough weight assignments	0	0	2	11	8	21	4,29	0,64
24 - Examination valid indicator	0	0	2	10	8	20	4,30	0,66
Additional questions								
26 Command of English	0	0	3	9	8	20	4,25	0,72
27	0	0	0	0	0	0	na	na
28	0	0	0	0	0	0	na	na
29	0	0	0	0	0	0	na	na
30	0	0	0	0	0	0	na	na
31	0	0	0	0	0	0	na	na
32	0	0	0	0	0	0	na	na
33	0	0	0	0	0	0	na	na
34	0	0	0	0	0	0	na	na
35	0	0	0	0	0	0	na	na
N =						28		

Expected grade	n	%
25a - fail	0	0,0
25b - doubtful	3	14,3
25c - pass	18	85,7
total	21	100

FEW 250219

It was a fun course!

13: Colleges waren vaak rommelig, van de hak op de tak springen (bijvoorbeeld praktische zaken en specifieke zaken door elkaar). 17: Codes die werden behandeld waren onbegrijpelijk zonder programmeer voorkennis. 20: Voor LI-studenten (zonder programmeer voorkennis) (te) moeilijk vak. Goed opgelost door verschillende niveaus, maar alsnog erg lastig.