

Report of the response to the survey conducted among students at the Faculty of Science, programme Mathematics and Computer Sciences

Study unit or module:	Multimedia Authoring
Lecturer(s):	Eliens
Date of survey:	October 2009
Date received by CETAR:	23-10-2009
Date processed:	11-11-2009
Programme:	Computer Sciences
Code:	22.0235
Subject code:	unknown
Response:	17

1. General notes

The table following these explanatory notes and the concluding summary by the Centre for Educational Training, Assessment and Research (CETAR) is compiled as follows¹.

Each item in the questionnaire is accompanied by a brief description of the question content and response options. The information in the first column ('VU mean') indicates the VU average score, which serves as a benchmark for each item. The average is calculated on 1.229 different ratings since 2004-2005 from courses at the Faculties of Earth and Life Sciences, Sciences, Economics and Business Administration, Theology, Arts, Social Sciences and Philosophy, at VU University Amsterdam.

The second column shows the 67% interval, which equates to the average plus and minus one standard deviation. Approximately 67% of the 1.229 average scores lies within this range. It thus indicates the boundaries on either side of the average, within which results may be considered 'normal' or 'usual'. ***Thus, if a score is below the 67% interval, it also means that in the past, approximately 83% of the VU teaching staff achieved a higher score on this particular item i.e. not only those within the 67% interval, but also the 16½% above it.***

The third column ('Few-w&i') also shows the average score for each item, but this time calculated on 157 mean ratings from the students at the Faculty of Science, programme Mathematics and Computer Sciences. This allows for comparison not only with the VU average but also with the scores of teaching staff within this particular faculty or programme.

The other columns contain results pertaining to the individual study unit or module in question. Scores that fall outside the 67% interval – and are therefore considered (favourably or unfavourably) to be 'abnormal' or 'unusual' – appear in the table in bold type or with shading.

Supplementary questions are also included in the table, the figure and the frequency distribution. However, the reference data are not given, since they may vary from one time to another (with the exception of 'standard' additional questions about the command of English, and the rating of tutorials and practicals within some faculties).

The frequency distribution also includes more detailed information about the survey results: the number of responses received per question, the standard deviation and the distribution of responses across the various options.

The figure is a graphic representation of the data given in the table. It only reflects the ordinal items, i.e. questions which entail a graded scale of response from 'disagree strongly' to 'agree strongly', or from 'very bad' to 'very good'. For further clarification, please see the notes under the figure.

2. Comments from students

Often, students write down additional remarks about some questions, or the course in general. These remarks are added to this report. As a rule, no changes are made in the way students expressed

¹ Any questions about this report should be referred to dr W. van Os at the CETAR on tel. (598)5480, or e-mail: w.vanos@ond.vu.nl.

themselves. However, this does not necessarily mean CETAR agrees with their content or relevance

I hope this course continues to exist. It is a good way to show students the problems they will face in the future by hands on experience with flex & AS3 which I never knew before that this language was completely object oriented and powerful, which can be integrated with many other languages to create web mash ups which are trendy things now a days. I don't know last year (because the language used was urml) but this year was pretty cool.

20) In this course everyone has space to make the assignments/applications as complicated as he/she wishes, so 6 ECTS is, in my opinion a fair average.

3. Concluding summary

The summary below is mainly based on the results given in the table. It not only takes into account the scores that fall outside the 67% interval but also the overall impression created by the table. It is noteworthy that in some cases, although the scores do not fall outside the interval, they are nevertheless relatively low or relatively high for all the items. This is evidenced by ratings expressed as *very bad, fairly bad, moderate, good, very good or excellent*.

The students surveyed rated the quality of teaching of this study unit or module in many aspects as *very good* and the content of the study unit or module as *very positive*. In their experience, the learning effect was *very high*. The (means of) examining was rated as *highly appropriate* (if applicable – see comment below).

Comment: because item 21, 22 and 24 received a low response in comparison to other items in the questionnaire, it is assumed that these items were not applicable to all or some of the students. For more information on this point, see the frequency distribution at the end of this report.

Positive (*i.e. above the 67% interval, and therefore higher than 83% of the VU teaching staff*) ratings were given by students to the following items:

- 01 Interesting course*
- 02 Clear learning objectives*
- 03 Useful and worthwhile assignments*
- 05 Importance of subject*
- 09 Learning effect of course*
- 10 Overall rating of course content*
- 12 Distinguishing between matters of primary and secondary importance*
- 14 Student participation encouraged*
- 15 Usefulness of feedback on individual work*
- 16 Overall evaluation of lecturer's didactic skills*
- 17 Appropriate level of difficulty*
- 19 Full participation in assignments*
- 20 Study load in proportion to number of credits*
- 21 Relevance of examination to material studied*
- 22 Availability of practice questions/past examination papers*
- 23 Appropriate weighting of assignments*
- 24 Examination as good indicator of acquired knowledge*

Negative ratings (*i.e. above the 67% interval, and therefore lower than 83% of the VU teaching staff*) were given by students to the following items:

Not applicable

Teacher Rating Form

Course: Multimedia Authoring
Lecturer(s): Eliens
Faculty: FEW
Number: 22.0235
Date: oktober 2009
Respondents: 17

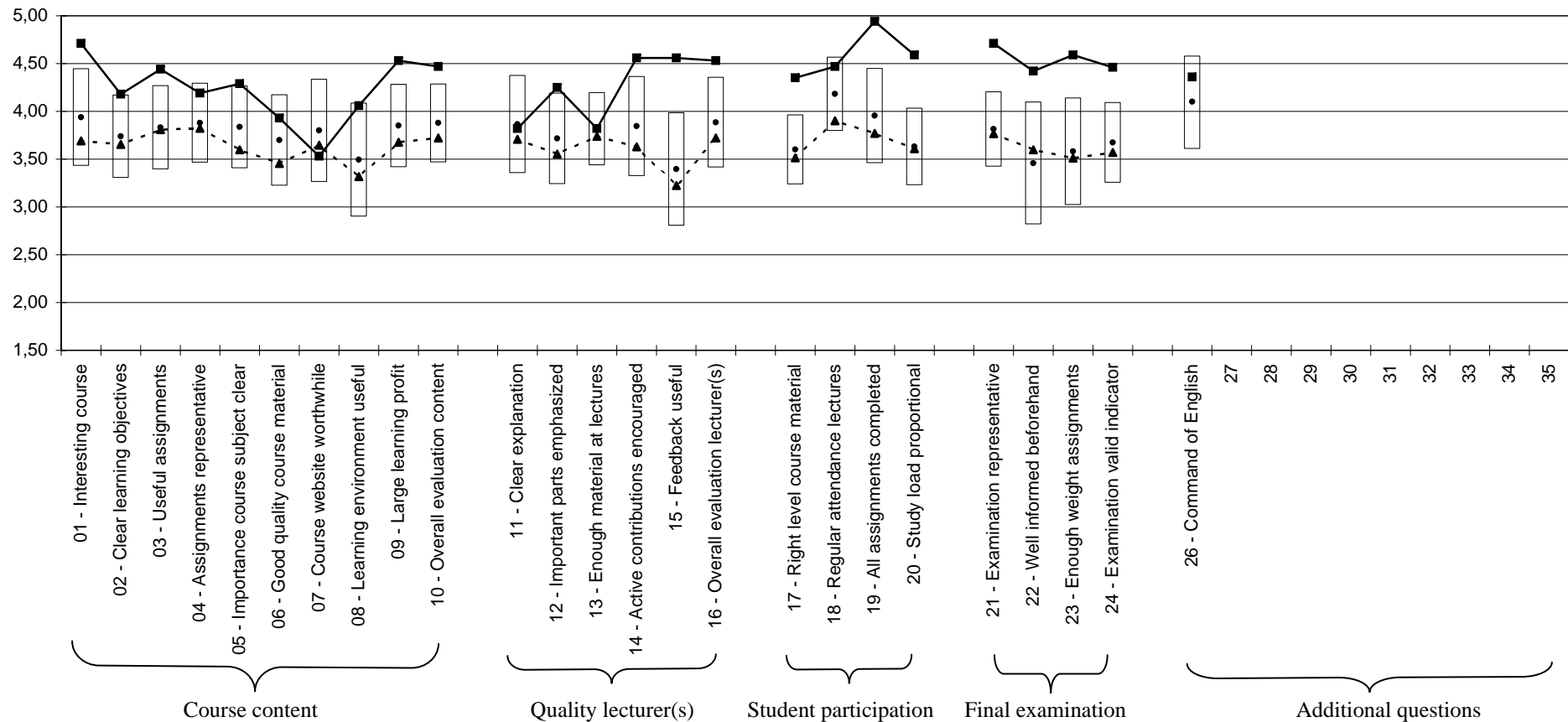
	VU-mean	67%-interval	Few-w&i	Course number
				22.0235
Course content				
01 - Interesting course	3,94	3,43 - 4,45	3,69	4,71
02 - Clear learning objectives	3,74	3,31 - 4,17	3,66	4,18
03 - Useful assignments	3,83	3,40 - 4,27	3,81	4,44
04 - Assignments representative	3,88	3,47 - 4,29	3,82	4,19
05 - Importance course subject clear	3,84	3,41 - 4,27	3,60	4,29
06 - Good quality course material	3,70	3,23 - 4,17	3,46	3,93
07 - Course website (BB) worthwhile	3,80	3,26 - 4,34	3,65	3,53
08 - Learning environment (BB) useful	3,49	2,90 - 4,09	3,32	4,06
09 - Large learning profit	3,85	3,42 - 4,29	3,68	4,53
10 - Overall evaluation course content	3,88	3,47 - 4,29	3,72	4,47
Didactic skills lecturer(s)				
11 - Clear explanation	3,87	3,36 - 4,38	3,71	3,82
12 - Important parts emphasized	3,72	3,24 - 4,19	3,55	4,25
13 - Enough material at lectures	3,82	3,44 - 4,20	3,74	3,82
14 - Active contributions encouraged	3,85	3,33 - 4,36	3,63	4,56
15 - Feedback useful	3,40	2,81 - 3,99	3,22	4,56
16 - Overall evaluation lecturer(s)	3,89	3,42 - 4,36	3,72	4,53
Study load / student participation				
17 - Right level course material	3,60	3,24 - 3,96	3,51	4,35
18 - Regular attendance lectures	4,18	3,80 - 4,57	3,90	4,47
19 - All assignments completed	3,95	3,46 - 4,45	3,77	4,94
20 - Study load proportional to credits	3,63	3,23 - 4,03	3,61	4,59
Final examination				
21 - Examination representative	3,81	3,42 - 4,21	3,77	4,71
22 - Well informed beforehand	3,46	2,82 - 4,10	3,60	4,42
23 - Enough weight assignments	3,58	3,02 - 4,14	3,51	4,59
24 - Examination valid indicator	3,67	3,25 - 4,09	3,57	4,46
Additional questions				
26 Command of English	4,10	3,61 - 4,58		4,36
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		0,0
25c - pass	59,2	33,1 - 85,4		100,0
N	1229			17

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; oktober 2009
code: 22.0235 FEW n = 17



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.

Teacher Rating Form

Course: Multimedia Authoring
Lecturer(s): Eliens
Faculty: FEW
Number: 22.0235
Date: oktober 2009
Respondents: 17

	--	-	+/-	+	++	n	mean	s.d.
Course content								
01 - Interesting course	0	0	0	5	12	17	4,71	0,47
02 - Clear learning objectives	0	0	4	6	7	17	4,18	0,81
03 - Useful assignments	0	0	1	7	8	16	4,44	0,63
04 - Assignments representative	0	0	5	3	8	16	4,19	0,91
05 - Importance course subject clear	0	1	2	5	9	17	4,29	0,92
06 - Good quality course material	0	0	4	7	3	14	3,93	0,73
07 - Course website (BB) worthwhile	1	4	1	7	4	17	3,53	1,28
08 - Learning environment (BB) useful	0	0	3	9	4	16	4,06	0,68
09 - Large learning profit	0	0	0	8	9	17	4,53	0,51
10 - Overall evaluation course content	0	0	0	9	8	17	4,47	0,51
Didactic skills lecturer(s)								
11 - Clear explanation	0	1	5	7	4	17	3,82	0,88
12 - Important parts emphasized	0	0	3	6	7	16	4,25	0,77
13 - Enough material at lectures	0	1	4	9	3	17	3,82	0,81
14 - Active contributions encouraged	0	0	0	7	9	16	4,56	0,51
15 - Feedback useful	0	0	0	7	9	16	4,56	0,51
16 - Overall evaluation lecturer(s)	0	0	0	8	9	17	4,53	0,51
Study load / student participation								
17 - Right level course material	0	1	0	8	8	17	4,35	0,79
18 - Regular attendance lectures	0	0	2	5	10	17	4,47	0,72
19 - All assignments completed	0	0	0	1	15	16	4,94	0,25
20 - Study load proportional to credits	0	0	1	5	11	17	4,59	0,62
Final examination								
21 - Examination representative	0	0	0	4	10	14	4,71	0,47
22 - Well informed beforehand	0	0	1	5	6	12	4,42	0,67
23 - Enough weight assignments	0	0	1	5	11	17	4,59	0,62
24 - Examination valid indicator	0	0	2	3	8	13	4,46	0,78
Additional questions								
26 - Command of English	0	0	1	7	6	14	4,36	0,63
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 =						17		

Expected grade	n	%
25a - fail	0	0,0
25b - doubtful	0	0,0
25c - pass	15	100,0
total	15	100