Oct 2023

University of Leeds

**Alternative examples of mid-module evaluation questions**

The document below presents several alternative examples of mid-module evaluation questions. These are drawn from the University of Leeds and adapted from work done by Michigan State University.

You can use the question sets below to build your own questionnaire using MS Forms or another mechanism of your choice.

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| Recommended mid-module evaluation survey preface |
| Mid-module feedback is a way for teaching staff to collect information about your learning experience and how the module’s design impacts your experience.  This survey is your opportunity to share insights about class so your instructors can make decisions on how to proceed with the rest of this semester.   This is an anonymous survey. Your identity will not be shared with anyone and will in no way impact your grade in the module. Your feedback is valued and appreciated.    When answering these questions, please remember to keep responses constructive and avoid personal comments. This is in line with the University's Policy on Dignity and Mutual Respect (<https://ses.leeds.ac.uk/info/22168/student_support-related_policies/678/dignity_and_mutual_respect>) , and the Partnership Agreement (<https://students.leeds.ac.uk/info/10900/the_leeds_partnership/874/expectations>). |

## University of Leeds Module Evaluations Question Set 2023/24

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| --- | --- | --- | --- | --- | --- |
| Response text | Definitely agree | Mostly agree | Neither agree nor disagree | Mostly disagree | Definitely disagree |
| Score | 5 | 4 | 3 | 2 | 1 |

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| **Question type** | **Question** | |
| **5 point Likert**  **scale** | Overall, I was satisfied with the quality of the module | |
| Teaching on the module was of a high standard | |
| Learning resources were intellectually stimulating and supported my learning | |
| The content of the module was informed by relevant research and /or practice | |
| The introduction to the module adequately prepared and informed me of the requirements to successfully engage with the module | |
| The module provided opportunities to interact with others and to share knowledge, ideas and perspectives | |
| All learning tasks and in-course assessments supported my understanding of the module’s content | |
| There were opportunities to provide in-course feedback on the delivery of the module and the learning resources provided | |
| Feedback on my work during the module helped me monitor my progress and understanding | |
| The module was well managed and organised | |
| **Free-text (1000 characters)** | | Use this space to comment upon anything you particularly liked about this module. |
| Use this space to comment upon anything you think could be improved upon for this module |

## Questions adapted from Michigan State University

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| Examples of alternative questions | |
| **Question type** | **Question** |
| Free-text | What aspects of this module and your instructor's teaching help you learn best? |
| What specific advice would you give to help teaching staff improve your learning in this module? |
| What steps could you take to improve your own learning in this module? |
| What would you like to see more of between now and the end of the semester? |
| Scale with High, Varied, Low, None | To date, I have found my own level of participation in the class sessions to be… |
| Scale with too fast, just right, too slow | The pace of this course is... |
| Scale 5,4,3,2,1 | How would you rate the workload of this course? (high = 5, low=1) |
| Scale 100%, 90%, 75%, 50%, less than 50% | How much of the reading that has been assigned so far have you completed? |
| Scale 1-2, 2-4, 4-6, 6-8, more than 8 | How many hours per week, outside of regularly scheduled class meetings, do you spend on this class? |

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| Questions of General Applicability These questions are intended to be added to the question ‘What specific advice would you give to help teaching staff improve your learning in this module?’ (this is the second question listed under ‘Example of alternative questions’). | |
| **Question type** | **Question** |
| Scale: Never (1), Often (2), Sometimes (3), Always (4) | I find the format of this module (lecture, discussion, problem‐solving) helpful to the way that I learn. |
| I feel that this module/class format engages my interest. |
| I feel comfortable speaking in this module. |
| I learn better when teaching staff summarize key ideas from a class session. |
| I find the comments on exams or other written work helpful to my understanding of the module content. |
| I find that this module stimulates my interest in reading about this subject outside of class. |
| I feel comfortable approaching teaching team/teaching staff with questions or comments. |
| I think that I would learn better if a different format were used for this module (suggested below). |

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| Questions Applicable for Problem-­‐solving or Laboratory Classes These questions are intended to be added to the question ‘What specific advice would you give to help teaching staff improve your learning in this module?’ (this is the second question listed under ‘Example of alternative questions’). | |
| **Question type** | **Question** |
| Scale: Never (1), Often (2), Sometimes (3), Always (4) | The problems worked in this module help me in working other problems on my own. |
| I feel that I learn how to solve problems more easily when I work with a group of students. |
| I find the laboratory lectures helpful in understanding the purpose of the experiment. |
| I find the comments of teaching staff/demonstrators during laboratory help my understanding of key steps in the experiment. |
| I find the comments on my written laboratory reports helpful in understanding the experiment. |
| I learn more from the laboratory when I am given questions about it to think about first. |

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| Questions for Discussion-­‐Oriented Classes | |
| **Question type** | **Question** |
| Scale: Never (1), Often (2), Sometimes (3), Always (4) | I find module/seminar/class discussions help me in understanding the readings. |
| I find module/seminar/class discussions help me in understanding key ideas in the course. |
| I learn more if module/seminar/class discussions are more structured. |
| I feel that module/seminar/class discussions are dominated by one or a few people. |
| I learn better when I have more of a chance to speak. |
| I learn more from discussions when I am given a question to think about first. |
| I learn more from discussions when I am given a question to write about first. |

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| Questions for Classes Using Team or Group Work | |
| **Question type** | **Question** |
| Scale: Never (1), Often (2), Sometimes (3), Always (4) | I feel that I learn more when I work with a group. |
| My group works well together. |
| I feel that I need more guidance for our group work. |
| I find that working in a group confuses me. |
| I find it helpful if teaching staff summarize results obtained as part of group work. |
| I find it helpful to get feedback from my group on my own performance in the group. |
| I think that groups work better when each person has an assigned role in the group. |