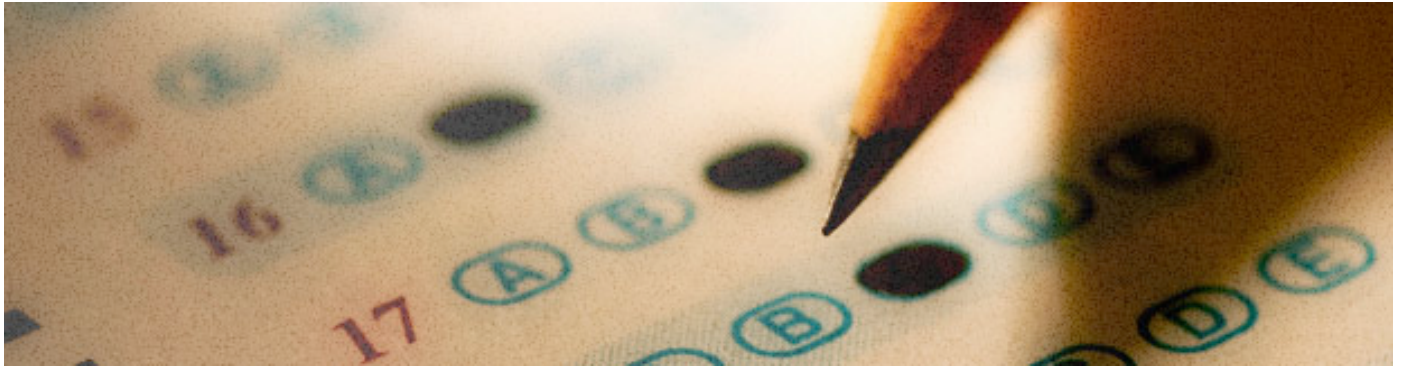


## THE STUDENT EVALUATION OF TEACHING AND LEARNING QUESTIONNAIRE



The SETL questionnaire is one of the ways The University of Hong Kong courses and teaching are evaluated. The University places importance on student learning and on the continuous enhancement of teaching and learning outcomes.

Students are asked to complete this evaluation of their learning experiences at the conclusion of each course in which they enrol. Questionnaire items relate to overall evaluation of the course as well as an evaluation of teaching.

**The following lists each questionnaire item and provides some guidance about relevant aspects of course preparation, delivery, assessment and the role of the teacher.**

### Part 1 (A) Overall evaluation of the course

#### **1. I was clear about what I was expected to learn and achieve in this course.**

Did the Course Outline list the learning outcomes?

Did I assist students to clearly understand the learning outcomes and rationale for every lecture?

Did I assist students to understand how the learning outcomes were related to the content?

Did I ensure students clearly understood the assessment tasks for the course?

## **2. The course was well organized in a way that helped me achieve the learning objectives and outcomes.**

Was the content was clearly linked to the learning outcomes and assessment items?

How did I assist students to understand how the content was relevant to their profession?

Did I take into account what students already knew when I planned learning activities?

Did I use a variety of approaches in my teaching?

Where possible did I provide practical examples to show how specific content (theory) had practical application?

Were the learning activities I provided stimulating, engaging and at an appropriate level?

## **3. I was able to cope with the course workload.**

Did I plan the course material so that the content could be taught in the allocated hours?

Did I ensure that students could learn the set content in the time allocated?

Did I check student understanding of the content each lecture/tutorial?

Did I consult with a colleague to ensure the workload for my course was fair and reasonable?

Did I ensure that the course content built on students' previous knowledge?

Did I ensure that the course content was appropriate for the overall program of study?

## **4. The assessment methods were appropriate in relation to the learning objectives and outcomes in this course.**

Did I use appropriate assessment methods for the content I tested?

Did I include a variety of assessment items?

Were the assessment items linked clearly to the learning outcomes?

Were the assessment items linked to the learning experiences provided for students?

### **5. The assessment standards were made clear to me.**

Were the assessment tasks clearly stated?

Were the criteria and performance standards clear to students?

### **6. I feel that I have achieved the learning objectives and outcomes of this course.**

Did I make students aware of the learning outcomes for the course?

Did I make students aware of the learning outcomes at the start of every lecture?

Did I make students aware of the relevance of the learning outcomes for the course?

Did I let students know when they were making satisfactory progress?

Did I check with students to ensure their understanding?

Did I suggest ways that might help students with their learning?

Did I provide feedback for students in the face-to-face mode if possible and appropriate?

### **7. The course inspired me to pursue further learning in the subject.**

Did I inspire my students by sharing my interest or research outcomes in this field?

How did I extend the learning of my more able students?

Was I available to talk with students to capitalize on their developing interests?

Did I direct students to relevant research and readings to extend their learning?

How did I make students feel they were joining a special profession?

**8. All things considered, the course was effective in helping me achieve the learning objectives and outcomes.**

Did I ensure the learning objectives and outcomes were clear to students?

Did I create a positive learning environment where students felt supported in their learning?

How did I motivate my students?

Did I provide meaningful learning experiences for students?

Were the assessment items linked clearly to the learning outcomes?

Did students understand from the feedback I provided that they had achieved the learning outcomes for the course?

**Part II (A) Overall evaluation of teaching**

**13. The teacher's explanations helped me achieve the learning objectives and outcomes of this course.**

Did I clearly explain the learning outcomes at the beginning of each lecture?

Did I plan meaningful learning experiences for students?

Did I teach difficult concepts in different ways to assist student understanding?

Did I continually check to ensure student understanding?

**14. I was able to understand the teacher's explanations.**

Did I speak clearly?

Did I use language the students could understand?

Did I build on knowledge students had when introducing new concepts?

Did I check to ensure students understood my explanations?

**15. The teacher was approachable if I needed help in this course.**

Was my manner welcoming to students?

What type of learning environment did I provide for students?

Was I open and receptive to helping students?

How did students know I was interested in them and their learning?

Did I give extra time to students who needed help?

**16. The teacher provided me with timely and helpful feedback.**

Did I tell students when they did things well throughout the semester?

Did I tell students how they could improve their knowledge, writing or study habits?

Did I provide meaningful feedback on assessment items to assist student learning?

Did I return marked assessments items in a timely manner?

**17. The teacher incorporated elements of interactive teaching.**

How did I plan lectures to actively engage students in their learning?

Did I ask students to take notes, write responses, think, be aware of important words or concepts, share information, ask questions, respond to questions, explain difficult concepts to others, reflect on what they had learnt and summarize main points or concepts?

Where appropriate, did I involve students in classroom discussions?

**18. The teacher encouraged interaction/collaboration among students in learning.**

Did I encourage students to work together?

Did I set problems students could solve together?

Did I encourage team work among students on learning tasks?

Did I require students to work as a group to complete informal or formal assessment tasks?

**19. All this considered, the teacher was effective in helping me achieve the learning objectives and outcomes.**

Was I organized for every lecture?

Did I arrive on time for every lecture?

Did I finish lectures on time?

Did I clearly explain the learning outcomes at the beginning of each lecture?

Was I flexible in my approach to meeting student needs?

Was I open and receptive to helping students?

What did I do to assist students to understand the relevance of what I taught?

Did I prepare interesting lectures?

What did I do to ensure students understood, retained and could apply what I taught?

Did I return marked assessment times in a timely manner?

Did I focus on student learning and understanding?

How did my students know I really enjoy being a lecturer?

Dr Barbara Jack

Student Evaluation of Teaching and Learning (SETL) Questionnaire

The University of Hong Kong