**Graduate School**

**STUDENT FEEDBACK ON CLASSROOM TEACHING**

Professor’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course Prefix No.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| ***Direction***: Please respond to each of the following statements by using a checkmark (🗸). Your honest reaction is very much appreciated.  The number indicates: **➀ Strongly disagree ➁ Disagree ➂Agree ➃ Strongly Agree** |

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| **PART I. THE TEACHER** | | | | | | | |
| **A.** | **Quality of Teaching or *the What and How* of Teaching** | | |  |  |  |  |
|  | 1. | Demonstrated knowledge of content and structure of the discipline: *(i.e., relevant goals, competencies, objectives, learning activities)* | | ➀ | ➁ | ➂ | ➃ |
|  | 2. | Demonstrated knowledge of resources: *(i.e., a wide range of key books, articles, electronic resources that provide depth to the content)* | | ➀ | ➁ | ➂ | ➃ |
|  | 3. | Demonstrated relevance of content to issues and situations outside the classroom: *(i.e., usefulness of material and method to other classes and to life/career outside the classroom)* | | ➀ | ➁ | ➂ | ➃ |
|  | 4. | Communicated well: *(i.e., clarity and completeness of course syllabus, expectations, instructions, presentations)* | | ➀ | ➁ | ➂ | ➃ |
|  | 5. | Managed time: *(i.e., time on-task, pacing of learning, transition between topics and activities)* | | ➀ | ➁ | ➂ | ➃ |
| **B.** | **Variety and Forms of Representation Appropriately Employed** | | |  |  |  |  |
|  | 6. | | Used various forms of representing the content: *(i.e., visual, auditory, kinesthetic, discursive, poetic or figurative language, numeric, etc.)* | ➀ | ➁ | ➂ | ➃ |
|  | 7. | | Used multiple forms of intelligence to present content: (*i.e., verbal/linguistic, logical/mathematical, musical/rhythmic, visual/spatial, bodily/kinesthetic, intrapersonal, interpersonal, naturalistic, and spiritual*. | ➀ | ➁ | ➂ | ➃ |
| **C.** | **Quality and Forms of Student Engagement** | | |  |  |  |  |
|  | 8. | | Created a safe learning environment of respect: *(i.e., managed student behavior, demonstrated cultural sensitivity, showed respect to all.)* | ➀ | ➁ | ➂ | ➃ |
|  | 9. | | Fostered interactions: *(i.e., used a variety of structures and strategies designed to get students to interact with the teacher, other students, and others; allocated a significant amount of time for interactions that developed the stated outcomes.)* | ➀ | ➁ | ➂ | ➃ |
|  | 10. | | Promoted different levels of thinking: *(i.e., designed learning activities to lead students to higher levels of cognition: (a) remember or recall, (b) understand or restate in their own words, (c) apply for use in a different manner or environment, (d) analyze or see component parts or categories of an idea, concept, principles, or values, (e) evaluate or make logical judgments understood by knowledgeable others;(f) and create or compose something new. {Adapted from Bloom’s revised taxonomy of cognition.})* | ➀ | ➁ | ➂ | ➃ |
| **D.** | **Employed a Variety of Useful Feedback** | | |  |  |  |  |
|  | 11. | | Gave teacher-to-student feedback: *(i.e., useful feedback was regularly provided by the teacher to help students learn.)* | ➀ | ➁ | ➂ | ➃ |
|  | 12. | | Encouraged student-to-student feedback: *(i.e., useful feedback was regularly provided by students to one another.)* | ➀ | ➁ | ➂ | ➃ |
|  | 13. | | Encouraged student-to-teacher feedback: *(i.e., useful feedback was regularly provided by students to their teacher.)* | ➀ | ➁ | ➂ | ➃ |
|  | 14. | | Used a variety of assessments or tests/quizzes/evaluations: (*i.e.,* *used multiple forms of assessment with timely feedback.)* | ➀ | ➁ | ➂ | ➃ |
| **E.** | **Integrated Faith and Learning (*Made connections inside and outside the classroom)*** | | |  |  |  |  |
|  | 15. | | Modeled what is verbally advocated. | ➀ | ➁ | ➂ | ➃ |
|  | 16. | | Communicated biblical values and themes. | ➀ | ➁ | ➂ | ➃ |
|  | 17. | | Made connections between biblical values and themes and the subject/discipline. | ➀ | ➁ | ➂ | ➃ |
|  |  | |  |  |  |  |  |
| **PART II. INTENDED LEARNING OUTCOMES** | | | |  |  |  |  |
|  | 1. | | The intended learning outcomes of the course were clearly stated. | ➀ | ➁ | ➂ | ➃ |
|  | 2. | | The intended learning outcomes of the course were aligned to the program competencies. | ➀ | ➁ | ➂ | ➃ |
|  | 3. | | The intended learning outcomes of the course were met. | ➀ | ➁ | ➂ | ➃ |
|  | 4. | | There was ample evidence or artefacts to showcase the attainment of the intended learning outcomes of the course. | ➀ | ➁ | ➂ | ➃ |
|  |  | |  |  |  |  |  |
| **PART III. COMMENTS** (We will highly appreciate it if you could fill out this section.) | | | |  |  |  |  |

1. I would recommend this class to others. ❒ Yes ❒ No   
   Why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Commendations/Recommendations: ­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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