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Paper

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Course Evaluation Not Student Opinion: A New Approach

Course evaluation is sometimes referred to as instructor evaluation, student evaluation, or seldom as course evaluation. It is done universally by use of questionnaires. The design of these questionnaires is usually done to collect the students' opinions about the instructor and the course. It is widely used by engineering schools, in this country and around the world. And students use it, some times, to get back at the instructor, and most of the times to express their personal views and to exercise grade giving. When designed properly, it would be a very powerful tool for course evaluation and would lead to an improved educational environment. To achieve this goal, we need to design the questionnaire to collect specific information on the educational experience of the student; on the instructor protolinguistic and paralinguistic characteristics, on the student characteristics, on the class educational functions and characteristics, on instructional design, on the educational environment, and on the like. We develop such a questionnaire based on the three-domain model (TDM) of teaching and learning; cognitive, affective, and psychomotor. We present the outcome of the development, the questionnaire itself, and discuss its actual use in class. A comparative analysis between the outcome of the use of such a questionnaire and a typical one, regularly used, is carried out and presented. This clearly shows the educational value and effectiveness of the new approach. We close the loop by discussing the questionnaire-design evaluation leading to improving the design itself, to point the way to the use of the system's approach in this case.