

SURVEY OF CLASSROOM SKILLS

(1992, with many items in 1-40 used with permission of Ctr. for Research & Development in Higher Ed., U of CA, Berkeley)

This survey has been requested by your instructor at his/her own initiative for the sole purpose of discovering ways to enhance teaching effectiveness. The results of this survey are confidential between the instructor and the Idaho State Center for Teaching and Learning, and they are not a part of the rank, salary and tenure review processes. This form results from research on traits of good teaching practice. All paper surveys have some pitfalls. To obtain data that will lead to positive change, it is important that the data result from issues rather than general feelings. Try to answer each question specifically without bias that arises from your own general feelings about the faculty member or from the faculty member's general reputation. Some questions may not apply to your class. If you do not have first-hand information about a particular question, it is O.K. to leave it blank. An example is question 29. If you have never been to the professor's office for help, you may not know whether or not the professor is actually available. **USE THE ANSWER FORM PROVIDED and DO NOT WRITE YOUR NAME OR ID NUMBER ON YOUR ANSWER FORM.** You may use pen or pencils to mark the form. We also encourage suggestions for improvement. You may write these in the blank space on the form that contains the words "Do not write in this space" (we've programmed the scanner so that writing in this space poses no problems in scoring).

Please use the following scale for your response to each item

Very descriptive: 1
Somewhat descriptive: 2
Not at all descriptive: 3

1. Discusses points of view other than his or her own.
2. Contrasts implications of theories.
3. Discusses recent developments in the field.
4. Gives references for more interesting and involved points
5. Generalizes from examples and specific instances
6. Uses examples and illustrations.
7. Stresses general concepts and ideas.
8. Is well prepared.
9. Explains clearly.
10. Gives lectures that are easy to outline (or provides prepared notes that adequately serve this same purpose).
11. States objectives of each class session.
12. Summarizes to emphasize major points.

13. Is able to clarify or improvise in awkward communication situations.
14. Makes a few major points during lecture rather than many.
15. Appears to know if class is understanding him/her or not.
16. Appears to know when students are bored.
17. Uses a variety of instructional media/resources (films, slides, overheads, guest speakers, etc.).
18. Uses a variety of teaching methods besides lectures (demonstrations, field trips, writing, group work, etc.).
19. Identifies what he or she considers important for purposes of testing.
20. Uses exams effectively for synthesis and understanding of course material.
21. Is fair and impartial in grading exams, quizzes, etc.
22. Keeps students informed of their progress.
23. Has students apply concepts to demonstrate understanding.
24. Encourages class discussion/participation.
25. Invites students to share their knowledge and experiences.
26. Invites questions, discussion or criticism about ideas presented in lecture.
27. Is able to accommodate and relate to students as individuals.
28. Asks questions of students.
29. Is accessible to students outside of class.
30. Has genuine interest in students.
31. Gives personal help to students having difficulty in the course.
32. Has a concern for the quality of teaching and learning.
33. Encourages/motivates students to challenge themselves to do high quality work.
34. Has an interesting style of presentation.
35. Gives interesting and stimulating assignments.
36. Uses a range of gestures and movement.
37. Has a sense of humor.
38. Appears confident.
39. Varies the speed and tone of voice.
40. Is enthusiastic.
41. Working in small groups made the course more interesting than it would have been with lectures only.
42. Working in small groups provided an improved learning environment for the class.
43. I benefited in content mastery from working with other members of the group.
44. In testing, individuals remained accountable for demonstrating mastery of the material.
45. All members of the group were held responsible by the group for contributing to the group's efforts.
46. Small-group activities were an appropriate way to accomplish the tasks assigned.
47. Sizes of the groups were appropriate to the tasks performed by the groups.
48. Group activities were a good use of class time.
49. Instructor provided credit and/or showed appreciation for contributions of the groups to the class.

50. Instructor built upon groups' accomplishments to make the course more effective.
51. Instructor worked with individual groups.
52. Instructor gave helpful suggestions on how to make small-group work more beneficial.
53. Instructor often facilitated the sharing of a group's accomplishments with the entire class.
54. Students who had difficulty with material were helped during class by fellow group members.
55. Outside of class, fellow group members served as sources for assistance and support for subject mastery.
56. Members entered group activities, from the start, with good social and/or conflict-resolution skills.
57. Members' social and/or conflict-resolution skills in groups improved over the period of the course.
58. Small group activities helped build improved social support for group members.
59. In group learning projects, I could not easily succeed unless other members of my group succeeded.
60. In group projects, members either (a) had assigned role responsibilities or (b) a summary capstone for problem-solving sessions wherein all members reached general agreement on appropriate solutions and solution strategies.