**Spring 2020 Online Teaching Evaluation Template (adds a survey to D2L)**

***Use to collect additional feedback from your students***

What is in the D2L Online Evaluation Template

The template adds an optional survey to your course that you can administer to collect additional information from your students about their experiences learning online in Spring 2020. The survey is set to anonymous and is for you only. It is self-contained in your course. A complete list of items included in the survey are in the appendix of this document.

Q&A

1. *Can I use the Online Evaluation template in a course shell that I have already added content to?*

Yes, adding the survey content will not overwrite or delete existing content in the course.

1. *If I have a survey in my course already that just happens to have the same name will something go wrong?*

No, D2L will import the survey as an additional survey bearing the same name – you might want to rename one so as to not get them confused!

Download and Install

1. **Go to the “Keep teaching” website at Radford University. Type ‘keep teaching’ in the search bar at the top of the Radford University home page to find the correct page. Download the ‘D2L Online Evaluation’ template.
Note the download location on your computer so you can find the file later.**
2. **Now go to the course shell for your spring course. Click the ‘Course Admin’ option in the course menu bar.**
3. **Click the ‘Import / Export / Copy Components’ option from the tool list.**
4. **Select the ‘Import Components’ option from the What would you like to do? prompt. Click ‘Start’.**
5. **Click the ‘Upload’ button and select the template file that you downloaded previously.**
6. **When prompted, select ‘Import All Components’ – D2L will take a minute or so to upload, convert, and import. Click ‘View Content’ when the process completes (three green checkmarks displayed).**

**Modify**

1. Go to ‘Course Admin’ option from the main course menu bar.
2. Select ‘Surveys’. Activate the pull-down menu to the right of ‘Online Teaching Evaluation’ and select ‘Edit’
3. Review the choices under ‘Properties’ and ‘Restrictions’. You can modify the survey or change the availability to students. Be sure to save your work.

Make the Survey Available to Students

1. Review the availability settings. See instructions under ‘Modify’ in the previous section of this document.
2. In any editable area of your course (e.g., new announcement, new file in content, etc.) click the link icon  and select ‘Survey’. Select ‘Online Teaching Evaluation’. A link to the survey is added. Be sure to save your work.

Generate a Survey Report

1. Go to ‘Course Admin’ option from the main course menu bar.
2. Select ‘Surveys’. Activate the pull-down menu to the right of ‘Online Teaching Evaluation’ and select ‘Edit’
3. Go to the ‘Reports Setup’ tab and click ‘Add Report’. Give the report a name. Under the ‘Release Report To’ heading select ‘Instructor’. Click ‘Save’.

Run a Report on Collected Data

1. Go to ‘Course Admin’ option from the main course menu bar.
2. Select ‘Surveys’. Activate the pull-down menu to the right of ‘Online Teaching Evaluation’ and select ‘Reports’
3. Click the title of your report. Select how you want your results displayed and click done. You can run the report more than once to explore output options (hint: the html option provides summary graphics / tables and the other two options are raw data).

**Appendix – Survey Items**

1. Likert scale options

[\*For a 14-week course, these questions could be asked about the course generally, could be adapted to ask only about the first half of the semester, or could be adapted to ask separately about both halves of the semester.]

**Tests, assignments, and other student work were related to the course content.**

* Strongly disagree
* Disagree
* Neutral
* Agree
* Strongly agree

**Readings and other utilized materials enhanced student learning.**

* Strongly disagree
* Disagree
* Neutral
* Agree
* Strongly agree

**The content of this course was academically challenging.**

* Strongly disagree
* Disagree
* Neutral
* Agree
* Strongly agree

**I learned a great deal in this course.**

* Strongly disagree
* Disagree
* Neutral
* Agree
* Strongly agree

**\*The instructor used effective teaching strategies to encourage my learning.**

* Strongly disagree
* Disagree
* Neutral
* Agree
* Strongly agree

**\*The instructor made the grading standards in the course clear.**

* Strongly disagree
* Disagree
* Neutral
* Agree
* Strongly agree

**\*The instructor made course requirements clear.**

* Strongly disagree
* Disagree
* Neutral
* Agree
* Strongly agree

**\*The instructor challenged students to think in-depth about the subject matter.**

* Strongly disagree
* Disagree
* Neutral
* Agree
* Strongly agree

**\*The instructor provided opportunities for participation and engagement.**

* Strongly disagree
* Disagree
* Neutral
* Agree
* Strongly agree

**\*The instructor was accessible and available to answer questions and provide support.**

* Strongly disagree
* Disagree
* Neutral
* Agree
* Strongly agree

**\*The instructor provided feedback to enhance my learning.**

* Strongly disagree
* Disagree
* Neutral
* Agree
* Strongly agree

1. Comment section

[The following questions might be especially relevant for full-semester courses which met face to face in the first part of the term and moved online during the second part of the term (though they could be adapted for 7-week courses and courses that were online for the full term)]

**Your ideas about the quality of this course are important, especially during this unique semester.  Written examples are very helpful for course and instructor development.  We encourage your comments.**

How much time did you spend working on the course after March 23 compared to the first part of the semester?

Did your level of engagement with the course increase, decrease, or stay the same after March 23?

Did access issues (such as having internet access) or other responsibilities (such as illness or family or employment responsibilities) prevent you from being as successful or engaged in the course as you would have liked?

Did you feel connected to your instructor?  Did you feel connected to other students?

What surprised you most about learning after the transition?

What, if anything, do you feel was missing from our class after the transition?

What element of class worked best for your learning after the transition?

Do you have any accessibility suggestions for me regarding online teaching? For example, materials available in a different format, transcriptions, specific approaches to discussion boards, a preference of video discussion vs. discussion boards, etc.?

What did you like most about this course?

What did you like least about this course?