



Insight
Improvement
Impact®

Instructor and Student Perceptions of Course Experiences in Online and Face-to-Face Classes

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Individual
Development



Teaching
Improvement

Educational
Assessment



Faculty Evaluation
Curriculum Review
Program Assessment
Accreditation

Background for Study

- Growth in Web-based course formats
 - Face-to-face vs. online formats
- Disciplinary differences in teaching
 - Structure (hard vs. soft)
 - Application (pure vs. applied)

Research Question #1

Do approaches to instruction vary by course format and disciplinary category?

- Lecture
- Discussion/recitation
- Seminar
- Skill/activity
- Laboratory
- Field experience
- Studio
- Multi-media
- Practicum/clinic
- Other

Research Question #2

Do teaching styles vary by course format and disciplinary category?

- Stimulating student interest
- Fostering student collaboration
- Establishing rapport
- Encouraging student involvement
- Structuring classroom experience

I. Stimulating Student Interest

- 4. Demonstrated the importance and significance of the subject matter
- 8. Stimulated students to intellectual effort beyond that required by most courses
- 13. Introduced stimulating ideas about the subject
- 15. Inspired students to set and achieve goals which really challenged them

II. Fostering Student Collaboration

- 5. Formed “teams” or “discussion groups” to facilitate learning
- 16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own
- 18. Asked students to help each other understand ideas or concepts

III. Establishing Rapport

- 1. Displayed a personal interest in students and their learning
- 2. Found ways to help students answer their own questions
- 7. Explained the reasons for criticisms of students’ academic performance
- 20. Encourage student-faculty interactions outside of class (office visits, phone calls, e-mail, etc.)

IV. Encouraging Student Involvement

- 9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding
- 11. Related course material to real life situations
- 14. Involved students’ in “hands-on” projects such as research, case studies, or “real-life” activities
- 19. Gave projects, tests, or assignments that required original or creative thinking

V. Structuring Classroom Experience

- 3. Scheduled course work (class activities, test, and projects) in ways which encouraged students’ to stay up-to-date in their work
- 6. Made it clear how each topic fit into the course
- 10. Explained course material clearly and concisely
- 12. Gave tests, projects, etc. that covered the most important points of the course
- 17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve

Research Questions #3

Do required academic skills vary by course format and disciplinary category?

- Writing
- Oral communication
- Computer applications
- Group work
- Mathematical/quantitative work
- Critical thinking
- Creative/artistic/design endeavor
- Reading
- Memorization

Research Question #4

Does impact of course circumstances vary by course format and disciplinary category?

- Physical facilities/equipment
- Previous experience teaching course
- Substantial changes in course
- Desire to teach course
- Control over course decisions
- Students' level of preparation
- Students' level of enthusiasm
- Students' level of effort
- Technical/instructional support

Research Question 5 & 6

Do students' perceptions of teaching expectations vary by course format and disciplinary category?

- “The instructor expected students to take their share of responsibility for learning.”

Do students' perceptions of instructor achievement standards vary by course format and disciplinary category?

- “The instructor had high achievement standards in this class.”

Method

- Instrumentation
 - IDEA Online
 - Faculty Information Form
 - Student Ratings Diagnostic Form
- Data source
 - Student ratings for approximately 300 institutions
 - 5,272 F2F classes (58% response rate)
 - 13,416 online classes (50% response rate)
- Coding of disciplines
 - 95.4% agreement

Instrumentation

Students rate frequency of 20 teaching methods and progress on 12 learning objectives.

IDEA CENTRE SURVEY FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES
IMPORTANT!

Institution: _____ Instructor: _____
Course Number: _____ Time and Days Class Meets: _____

Your thoughtful answers to these questions will provide helpful information to your instructor.
Describe the frequency of your instructor's teaching procedures, using the following code:
1=Hardly Ever 2=Occasionally 3=Sometimes 4=Frequently 5=Almost Always

The Instructor:

1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Displayed a personal interest in students and their learning
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Found ways to help students answer their own questions
3.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work
4.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Demonstrated the importance and significance of the subject matter
5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Formed "teams" or "discussion groups" to facilitate learning
6.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Made it clear how each topic fit into the course
7.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Explained the reasons for criticisms of student's academic performance
8.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Stimulated students to intellectual effort beyond that required by most courses
9.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding
10.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Explained course material clearly and concisely
11.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Related course material to real life situations
12.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Gave tests, projects, etc. that covered the most important points of the course
13.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Introduced stimulating ideas about the subject
14.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Involved students in "hands on" projects such as research, case studies, or "real life" activities
15.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Inspired students to set and achieve goals which really challenged them
16.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Asked students to compare their own experiences with others whose backgrounds and viewpoints differ from their own
17.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Provided time for frequent reports, papers, projects, etc. to help students improve
18.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Asked students to help each other understand ideas or concepts
19.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Gave projects, tests, or assignments that required original or creative thinking
20.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)

Twelve specific learning objectives are listed below, not all of which will be relevant in this class. Describe the amount of progress you made on each (even those not pursued in this class) by using the following scale:

1-No apparent progress
2-Slight progress; I made small gains on this objective.
3-Moderate progress; I made some gains on this objective.
4-Substantial progress; I made large gains on this objective.
5-Exceptional progress; I made outstanding gains on this objective.

Progress on:

21.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Gaining factual knowledge (terminology, classifications, methods, trends)
22.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Learning fundamental principles, generalizations, or theories
23.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Learning to apply course material (to improve thinking, problem solving, and decisions)
24.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
25.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Acquiring skills in working with others as a member of a team
26.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
27.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
28.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Developing skill in expressing myself orally or in writing
29.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Learning how to find and use resources for answering questions or solving problems
30.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Developing a clearer understanding of, and commitment to, personal values
31.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Learning to analyze and critically evaluate ideas, arguments, and points of view
32.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Acquiring an interest in learning more by asking my own questions and seeking answers

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Course Description Items (FIF)

- Faculty respond to these questions
- Typically answered toward end of term
- Do *NOT* influence evaluation

Contextual Questions (Research Purposes):

The IDEA Center will conduct research on these optional questions in order to improve the interpretation of student ratings.

1. Which of the following represents the primary approach to this course? (Mark only one)

1 = Lecture
 2 = Discussion/recitation
 3 = Seminar
 4 = Skill/activity
 5 = Laboratory
 6 = Field Experience
 7 = Studio
 8 = Multi-Media
 9 = Practicum/clinic
 0 = Other

TF5901 (08/11) 0 9 8 7 6 5 4 3 2 1

2. If multiple approaches are used, which one represents the secondary approach? (Mark only one)

1 = Lecture
 2 = Discussion/recitation
 3 = Seminar
 4 = Skill/activity
 5 = Laboratory
 6 = Field Experience
 7 = Studio
 8 = Multi-Media
 9 = Practicum/clinic
 0 = Other

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3. Describe this course in terms of its requirements with respect to the features listed below. Use the following code to make your responses:
 N = None (or little) required
 S = Some required
 M = Much required

	N	S	M	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	A. Writing
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	B. Oral communication
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	C. Computer applications
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	D. Group work
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	E. Mathematical/quantitative work
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	F. Critical thinking
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	G. Creative/artistic/de
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	H. Reading
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I. Memorization

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Contextual Questions Continued:

4. Rate each of the circumstances listed below, using the following code to respond:

P = Had a positive impact on learning
 I = Neither a positive nor a negative impact
 N = Had a negative impact on learning
 ? = Can't judge

	P	I	N	?	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	A. Physical facilities and/or equipment
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	B. Your previous experience in teaching this course
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	C. Substantial changes in teaching approach, course assignments, content, etc.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	D. Your desire to teach this course
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	E. Your control over course management decisions (objectives, texts, exams, etc.)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	F. Students' level of preparation for taking the course
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	G. Students' level of enthusiasm for the course
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	H. Students' level of effort to learn
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I. Technical/instructional support

5. Please identify the principal type of student enrolling in this course (Mark only one)

1 = First-year students/sophomores seeking to meet a "general education" or "distribution" requirement
 2 = First-year students/sophomores seeking to develop background needed for their intended specialization
 3 = Upper level non-majors taking the course as a "general education" or "distribution" requirement
 4 = Upper level majors (in this or a related field of study) seeking competence or expertise in their academic/professional specialty
 5 = Graduate or professional school students
 6 = Combination of two or more of the above types

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Top of page 2

6. Is this class:

a. Team taught? Yes No
 b. Taught through distance learning? Yes No

RQ1: Do approaches to instruction vary by course format and disciplinary category?

Percent of Instructors Indicating Primary Approach to Instruction

Discipline	Course Format	
	Face-to-face	Online
Hard	Lecture (62%) Discussion (6%) Skill/activity (9%)	Lecture (39%) Discussion (18%) Skill/activity (19%)
Soft	Lecture (38%) Discussion (13%) Skill/activity (22%)	Lecture (23%) Discussion (23%) Skill/activity (24%)

RQ1: Do approaches to instruction vary by course format and disciplinary category?

Percent of Instructors Indicating Primary Approach to Instruction

	Course Format	
Discipline	Face-to-face	Online
Pure	Lecture (50%) Discussion (22%) Skill/activity (10%)	Lecture (45%) Discussion (8%) Skill/activity (19%)
Applied	Lecture (28%) Discussion (29%) Skill/activity (17%) Multi-media (16%)	Lecture (27%) Discussion (17%) Skill/activity (26%) Multi-media (16%)

RQ2: Do teaching styles vary by course format and disciplinary category?

No meaningful differences in teaching styles

RQ3: Do required academic skills vary by course format and disciplinary category?

- Online instructors require more:
 - Writing
 - Computer applications
- Face-to-face instructors require more:
 - Oral communication
 - Group work
 - Creativity within soft-applied disciplines

RQ4: Does impact of course circumstances vary by course format and disciplinary category?

- F2F > online in:
 - Instructor perception that physical facilities/equipment had a positive impact on learning
- Online > F2F in:
 - Instructor perception that technical/instructional support had a positive impact on learning

RQ5: Do students' perceptions of teaching expectations vary by course format and disciplinary category?

Online > F2F in:

- Students' perception that instructor expects them to take their share of responsibility for learning

RQ6: Do students' perceptions of instructor achievement standards vary by course format and disciplinary category?

No effects for discipline or course format

Limitations of the Study

- Limited to classes that use IDEA
- Blended classes excluded
- Limited to questions on the IDEA instrument
- Strictly quantitative approach
- Student response rate
- Faculty response rate about 85%

Key Findings

- F2F instructors:
 - More lecture
 - Especially in hard disciplines
- Online students:
 - Perceive greater instructor expectations that students take share of responsibility for learning

Key Findings

- Online instructors require more:
 - Writing, computer applications
- F2F instructors require more:
 - Oral communication, group work
 - Creativity within soft-applied disciplines



Questions ?

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