

Analyzing & Improving College Teaching: Here is an IDEA!

University Teaching Symposium

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What is IDEA?

- ⦿ Individual Development and Educational Assessment
- ⦿ Kansas State University - 1975
- ⦿ A diagnostic to guide improvement - both student learning and teaching effectiveness
- ⦿ What's in it for me?
 - ⦿ IDEA is all about the instructor!

How IDEA works

- ⦿ Research has shown that there is no one correct way to teach.
- ⦿ Teaching effectiveness is determined by student progress on objectives selected by the instructor.
- ⦿ The IDEA Center tailors each report to fit the instructor's teaching objectives.

How IDEA works

- ⦿ Research based on IDEA's very large national database allows them to provide diagnostic assistance for those with disappointing results.
- ⦿ Fairness is improved by taking into account the influence of factors outside the instructor's control.

Elements of IDEA

◎ *Faculty Input*

Faculty members complete a Faculty Information Form for each course being surveyed. This allows them to tailor their results for each course as they identify which of the 12 learning objectives are relevant to their courses.

- No more than 3-5 objectives should be selected as “Essential” or “Important”

Elements of IDEA

- ◉ ***Documented Validity and Reliability***

No other nationally available student ratings instrument provides more evidence of validity and reliability.

IDEA's research efforts are continually aimed at providing quality instruments and information for improving instruction and making administrative decisions.

Elements of IDEA

◉ ***Scores Adjusted for Extraneous Influences***

A number of factors have been found to influence student ratings but are beyond the instructor's control.

The Diagnostic Form adjusts for 5 factors

- Student motivation to take the class regardless of who taught it
- Student work habits
- Class size
- Student effort not attributable to the instructor
- Course difficulty not attributable to the instructor

IDEA & Improvement of Student Learning

- Student ratings can have a positive impact if...
 - **The instrument:**
 - Is “learning focused”
 - Provides a diagnostic
 - **Summative evaluation is appropriate**
 - 30-50% of the overall evaluation of teaching
 - Results are not over-interpreted
 - Faculty trust the process