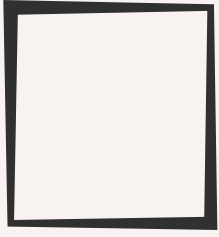


13 WAYS TO EVALUATE YOUR EDUCATION WITH YOUR STUDENTS

1

STICKY WALL



Write down numbered questions on the board. Hand out post-its to the students and have them write down the number of the question and their answer to it. This way you can find out what students have learned or what their experiences have been like. An alternative method is to have students interview one another and let them write down each other's answers. After filling them out the students have to stick their answers to the wall so everyone can read the results. This can also be done digitally.

2

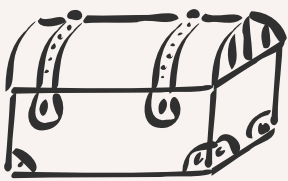
ONE MINUTE PAPER



Give students one or two minutes at the end of (a part of) a class to give an answer to questions such as 'What is the most important thing you have learned today?' or 'What aspects are still unclear?' The students then submit their answers (anonymously), either on paper or digitally.

3

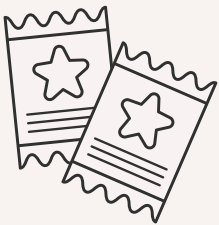
BIN, SUITCASE, TREASURY



Students write down a number of things on three cards. The first card represents the bin, where they write down things they did not like or things that did not work out while taking the course. This can go in the (imaginary) bin. The second card represents the suitcase, something that they will bring along to help them as they move to the next part of the course. The most successful or positive aspect is written down and goes into the treasury.

4

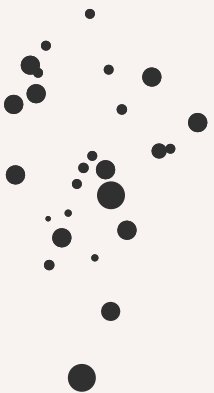
EXIT TICKET



All students get an exit ticket near the end of the class. They write down a short evaluation of the class (for example: tips, tops, possible questions, an answer to something you want to receive feedback on), and they can then leave the class after they have handed in the ticket.

5

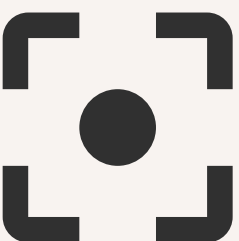
SNOWBALLS



Students use an A4 paper to write down what the goals of the class were. They then make a ball of the paper and throw it through the room. Every student grabs a ball, opens it, and writes down whether they have achieved the goals and why and throws the ball again. A different student picks it up and writes, for example, a substantive tip, etc. You can also add different topics. At the end all paper balls are thrown at the lecturer.

6

FOCUS GROUPS



Invite five or six students for a group interview to discuss what they thought of the course, what they think of their own learning process, and what could be points of improvement. The group can meet during and/or at the end of the course.

**7**

STEP FORWARD

Have the students stand in a circle and provide a statement (for example: "I thought the assignment was properly explained"). If students agree they can take one step forward. You can then ask follow-up questions based on the reactions.

**8**

HANDS UP

Ask students to draw a hand and add a remark to every finger. Thumb: What is the lecturer (or the course) good at? Index finger: What should the lecturer pay additional attention to? Middle finger: What do students not like? Ring finger: What did students consider to be particularly enriching? Pink: What are possible growth areas for the lecturer (or the course)?

**9**

KNOWN, CURIOUS, SAVED

Let students answer three questions: What did you already know about the subject? What would you like to learn about the topic in question? What did you remember, and will you bring with you? It will provide you with insight about what has been remembered and what will need additional attention.

**10**

EVALUATION DRINKS

Put down large sheets of paper on a number of tables. Write down a different evaluation question on each sheet and divide the students among the tables. Have them discuss the different questions, write something down, and switch tables. This can also be done digitally with breakout rooms.

**11**

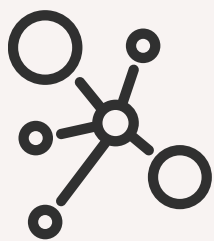
SCALE IT UP

Give students a number of topics or characteristics and ask them where on the scale they would put you or your course. This can be done with numbers (digitally, or physically if you tape numbers to the wall of the classroom, where students can move between the different numbers). It can also be done with a series (for example: egg - caterpillar - cocoon - butterfly). A follow-up question can be why they have decided on a certain point and what would be needed for you to move to a better point of the scale.

**12**

ROLE THE DICE

Think of six evaluation questions and link them to the numbers one through six. The student rolls the dice and answers the question connected to that number. This can be done as a group exercise, but you can also create groups and have them take short notes about the content discussed. This can then be told to the lecturer verbally or on paper.

**13**

MIND MAP

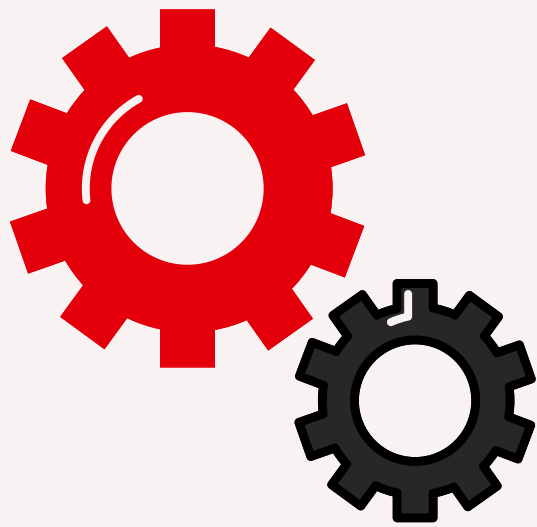
Mind maps can not only be used to brainstorm, but also to evaluate. Ask a number of questions and let students respond through a post-it. This can also be done digitally.

EVALUATION QUESTIONS

- What did you like about the course?
- What should definitely remain a part of the course?
- I know what I was expected to learn during this course
- This course had a clear design
- This course pushed me to work regularly
- This course was intellectually challenging
- I was challenged to think critically in this course
- I was simulated to participate actively in this course
- I was challenged to work hard
- I received sufficient feedback on my work
- There were sufficient possibilities (for example assignments, activities, tests) to assess my study progress provisionally
- The study materials suited the education
- The workload of this course was... (too low... to high)
- The level of this course was... (too low... too high)
- I was very interested in this topic before the start of the course
- How many hours did you spend on this course in a week on average (including contact hours and individual study)?
- The lecturer was able to handle the materials in a motivating and compelling manner
- I can go to the lecturer when I have questions
- ...



TOOLS



The following tools, all of which are Radboud-available ICT tools, can be useful if you want to do a (partly) digital evaluation:

Assignments (Brightspace), Catchbox, Digiboards, Evalytics, Group Lockers (Brightspace), LimeSurvey, Mentimeter, Qualtrics, Quizzes (Brightspace), Surveys (Brightspace), Virtual Classroom, Zoom

An online search will probably inspire you even more!

TIPS

- Let the first evaluation take place after a couple of weeks. This will give you insight into how the students are experiencing the course, allowing you to make changes when necessary.
- If you doubt certain aspects, make sure to doublecheck them. Students often notice it if you have doubts, and they appreciate it when you are open about it. This way you will create an open learning climate, where you can also learn.
- Truly listen to what students have to say and try to not get defensive.
- If you make changes, make sure you have considered all the options. Some students might be very loud and opinionated, but it is important to focus on the majority.
- Remember your learning goals. If students consider the workload to be too heavy or too hard, think about what parts can be changed without compromising the quality or level. Such changes cannot always be made the same academic year.
- Distinguish between the questions you ask during an intermediate evaluation and during a final evaluation. They will probably be slightly different. Also try to limit it to just a few questions. Think about what to do with the answers.

