

# EVALUATE

## Questionnaire

### Goals

The goal of this instrument is slightly different compared with the other instruments. With this one we would like to provide you with a list of possible questions to ask during your evaluation session with students and lecturers. It is based upon questions we have asked throughout our projects and it is not a definitive list, but more of a prompt to help you find the questions that best fit your circumstances. We therefore do not recommend to just copy and paste it. It can also be used in other evaluation settings such as, for example, focus groups. It is not really scientific in nature, but still it encompasses the different aspects of blended learning.

You will notice that some are Likert scale while others are open-ended questions.

### Possible questions for students' questionnaires

#### *General*

- I found the course challenging
- I had enough prior knowledge to successfully follow the course
- I would recommend this course to others
- What are the strong points of this course?
- If I had the option to change something in this course, I would change...
- Do you have any suggestion for improvement?
- The amount of study time I had to put in was doable

#### *Organization*

- The course is well organised as a whole (face-to-face and online)
- The online part of the course is well organised
- The face-to-face part of the course is well organised
- The study time required for the face-to-face and online part is reasonably balanced
- The online part prepared me for the face-to-face part
- The duration of the face-to-face part was sufficient

#### *Learning*

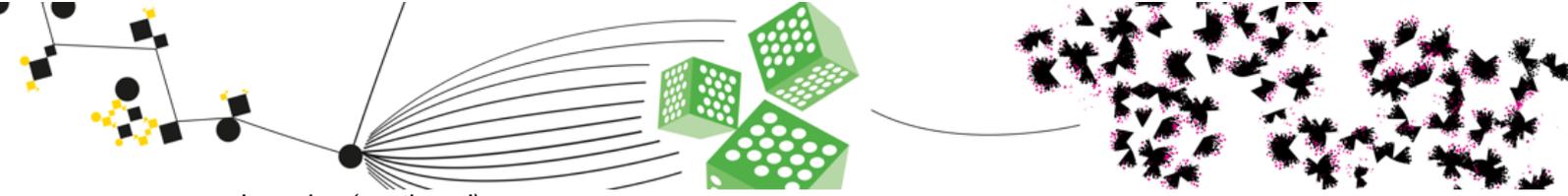
- I learnt a lot from teachers and tutors
- I learnt a lot from the other students
- I learnt a lot from this course as a whole
- I was able to change my behaviour based upon this entire course
- I believe this course gives a good return on my learning investment
- The face-to-face part added value to this course
- The online part added value to this course

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### *Learning (continued)*

- The establishment of a relationship with the other students during the online part enhanced the face-to-face part
- I felt motivated to follow the online part
- I felt motivated to follow the face-to-face part

### *Educational design*

- The course is logically structured
- The different parts of the course are well connected to one another
- The online part is well connected to the face-to-face part
- The connection can be improved by.....
- The online parts are well connected to one another
- The face-to-face parts are well connected to one another
- There is a good sequence in the combination of online and face-to-face parts
- The sequence can be improved by.....
- In the online part there was enough variety in terms of learning activities (reading, watching, interacting with peers and teachers and working on the assignments)
- In the face-to-face part there was enough variety in terms of learning activities (reading, watching, interacting with peers and teachers and working on the assignments)
- In this course as a whole there was enough variety in terms of learning activities (reading, watching, interacting with peers and teachers and working on the assignments)
- The course has a good balance between the two parts in terms of content available and effort required (time to follow the course, study time, time to complete assignments...)

### *Assessment*

- The quizzes motivated me to learn
- In the online part the time dedicated to assessment is sufficient
- Throughout the course I was timely informed on how I would be assessed
- Throughout the course I received useful feedback
- Throughout the course I had enough time to prepare for each assessment
- The number of assignments was sufficient for me

### *Activity questions*

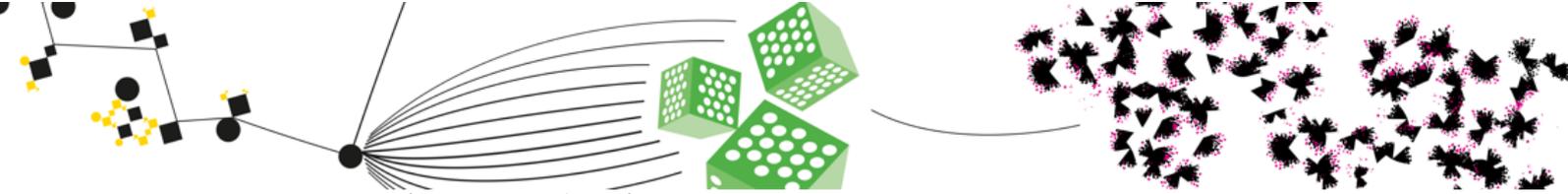
- The assignments' instructions were clear
- The assessment rubric was clear
- The quality of the webinar (sounds and visuals) was good
- The quality of the webinar content (teacher presentation) was good
- During the webinar the possibility to chat with peers and teachers added value to the course
- I felt that I was active enough on the chat
- The chat benefitted my learning experience

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*About the system / learning platform / online tools:*

- I actively used the system
- I learnt a lot from this tool
- It was easy to access this system
- It was easy to work with this system
- The support to work with the system was sufficient
- The information in the system was well structured
- The system gave a personal touch to the course
- The system made me feel part of a learning community
- I would like to be more active in this system
- The system added value to the course, in addition to the traditional material
- In a future course I would like to use the system again

**Possible questions for lecturer questionnaires:**

- I felt involved in the transition to the blended format
- I felt supported in this transition to the blended format
- The transition can be better supported....
- I felt motivated to redesign my course to fit a blended format
- The transition to a blended format met my expectations
- It was easy to create content (videos, webinars, quizzes, discussion questions etc.)
- I was able to follow and meet the design guidelines
- I found the design guidelines useful
- The design guidelines could be improved by...
- Enough help was provided (checklists, courses, workshops) to assist me in the redesign of the course
- The process to follow to design each activity was clear
- The process to follow to develop each activity was clear
- The process to follow to evaluate the design of each activity was clear
- The time invested in the development of the materials met my expectation
- Enough support was provided to assist me in the development of the material and the course as a whole
- The roles and tasks in the implementation phase were clearly expounded
- Enough support was provided to assist me in the implementation of the course
- The students' active involvement ties in the online part met my expectations
- My own active involvement in the online part met my expectations

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