Unit Summary Report

Role: Course Evaluation Administrator, JACKSONVILLE UNIVERSITY
Term: 2022 Fall Reporting ...

Data Version: IDEA 2016

Organization Unit: **JACKSONVILLE UNIVERSITY**

Teaching Methods and Styles

Low Priorities

These teaching methods are either used frequently or are correlated with student achievement of learning objectives that were selected as relevant by less than one-third of course sections in this group.

Teaching Essentials	# of Sections	Average (1-5)
Found ways to help students answer their own questions	417	4.29
Demonstrated the importance and significance of the subject matter	841	4.5
Made it clear how each topic fit into the course	934	4.46
Explained course material clearly and concisely	885	4.36
Introduced stimulating ideas about the subject	949	4.31
Inspired students to set and achieve goals which really challenged them	965	4.2
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	417	4.22

Reflective and Integrative Learning	# of Sections	Average (1-5)
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	768	4.23
Encouraged students to reflect on and evaluate what they have learned	943	4.42
Provided meaningful feedback on students' academic performance	586	4.32

Reflective and Integrative Learning	# of Sections	Average (1-5)
Stimulated students to intellectual effort beyond that required by most courses	961	4.28
Related course material to real life situations	785	4.45
Created opportunities for students to apply course content outside the classroom	957	4.23

Collaborative Learning	# of Sections	Average (1-5)
Formed teams or groups to facilitate learning	429	4.06
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	385	4.16
Asked students to help each other understand ideas or concepts	652	4.17

Active Learning	# of Sections	Average (1-5)
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	586	4.32
Involved students in hands-on projects such as research, case studies, or real life activities	714	4.29
Gave projects, tests, or assignments that required original or creative thinking	645	4.28

Information in the USR is derived from the Diagnostic Feedback and Learning Essentials Course Reports