

EVALUATION OF LAY INSTITUTE CLASS BY SEMINARY PROFESSOR

Course Instructor Matt Rice Neil Date 11-1-82
 Course Name N.T. Creek Room Number 11
 Your Name Bob Salstrom Dr. Hendricks Time 7:15

The following section of this evaluation form is designed to give you opportunity to indicate the extent of your satisfaction or dissatisfaction with each of the many aspects of this class and the teacher's performance. A number nine (9) indicates great satisfaction and a number one (1) indicates great dissatisfaction. All numbers in between represent gradations from being intensely dissatisfied to being intensely satisfied.

INSTRUCTIONS: In rating the class and instructor, draw a circle around the number which best represents your thinking.

	DISSATISFACTION ←	→ SATISFACTION	
1. Lesson Plan	1 2 3 Very sketchy	4 5 6 Helpful but needed improvements	7 8 9 Very helpful & well prepared
2. Class Objectives	1 2 3 Very unclear	4 5 6 Somewhat clear	7 8 9 Very clear
3. Organization of Class	1 2 3 Lacked organization & planning	4 5 6 Some organization but not clear	7 8 9 Carefully planned; well-organized
4. Teaching Methods	1 2 3 Little or no variety	4 5 6 Some variety but poorly used	7 8 9 Variety & well used
5. Class Discussions	1 2 3 Discussions rather meaningless	4 5 6 Discussions somewhat helpful but lacking in meaning	7 8 9 Discussions stimulating & meaningful
6. Questions	1 2 3 Asked few questions	4 5 6 Questions rather easy & simple	7 8 9 Questions challenging; demanded sound thinking
7. Quiz (if used)	1 2 3 Poorly planned & managed	4 5 6 Questions required little thinking	7 8 9 Questions thought-provoking; carefully selected, clear

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DISSATISFACTION ←————→ SATISFACTION

	1	2	3	4	5	6	7	8	9
8. Project presentations by L.I. students	Tended to be busy-work			Somewhat helpful but lacked significance			Very helpful & worthwhile		
9. Clarity of Assignments	Vague & not understood			Somewhat vague, somewhat clear			Clear & easily understood		
10. Reasonableness of Assignments (1 hour/week maximum)	Unreasonable & too demanding			Somewhat unreasonable			Reasonable		
11. Preparation for Class	Not well prepared; lacked accurate knowledge			Showed some preparation; materials not always clear in instructor's mind			Showed definite evidence of careful preparation		
12. Selection of Content in Class	Frequently missed important ideas; often wandered off on trivial details			Sometimes overlooked important points; sometimes wandered off on trivial details			Selected important ideas; omitted unimportant items		
13. Scholarship	Knowledge frequently very inadequate			Knowledge fair but without depth			Excellent subject mastery		
14. Application	No application of subject matter to life			Only occasional application			Consistent application		
15. Enthusiasm & Interest in Class	Class seemed to be uninteresting to instructor			Appeared to be rather passively interested			Genuinely interested & enthusiastic		
16. Speech	Poor voice; words not clear; weak			Spoke fairly well			Voice pleasant; fluent; excellent enunciation		
17. Poise & Self-confidence	Easily upset; uncertain as to procedure; lacked self-confidence			Seemed embarrassed at times; fairly self-confident			Well-poised; sure of himself; not easily upset		

far better as went on

	DISSATISFACTION ←			→ SATISFACTION		
18. Ability to Create Student Interest	<u>1</u> 2 <u>3</u> Class dragged & students were disinterested	4 5 <u>6</u> Aroused only mild student interest	<u>7</u> 8 9 Stimulated strong interest			
19. Classroom Management	<u>1</u> 2 <u>3</u> Poor organization; many control problems	4 5 <u>6</u> Satisfactory organization; only occasional problems	7 8 9 Efficient management; pupils orderly & attentive			
20. Tolerance	<u>1</u> 2 <u>3</u> Resented opposition; intolerant	4 5 <u>6</u> At times appeared disturbed & impatient when students opposed his views	7 <u>8</u> 9 Encouraged students to express opinions even though they differed with his ideas			
21. Personal Appearance	<u>1</u> 2 <u>3</u> Unkempt; careless; untidy; in poor taste	4 5 <u>6</u> Appearance fair	<u>7</u> 8 9 Appearance neat; well-dressed & in good taste			
22. Relationship between Students	<u>1</u> 2 <u>3</u> Considerable spirit of antagonism between students & instructor; antagonistic air	4 5 <u>6</u> Attitude somewhat indifferent; neither ill-will nor friendliness prevailed	<u>7</u> 8 9 Attitude of friendliness; feeling of mutual interest			
23. Teaching Skill	<u>1</u> 2 <u>3</u> Class tended to be dry, uninteresting; class period dragged	4 5 <u>6</u> Class moderately interesting	7 8 9 Produced steady interest in subject; created real desire; kept things moving			
24. Overall Rating	<u>1</u> 2 <u>3</u> Class unsatisfactory	4 5 <u>6</u> Class moderately effective	7 8 9 Class outstanding			

(OVER)

1. List any mannerisms of the teacher which detracted from his effectiveness.

2. List features of the class which proved of great value and should be repeated in future classes.

3. List features of the class which were unsatisfactory.

4. How do you feel the teacher could improve his teaching?

5. Additional comments.

PLEASE RETURN THIS QUESTIONNAIRE TO THE LAY INSTITUTE SECRETARY
ON OR BEFORE FRIDAY OF THE WEEK YOU VISITED THIS CLASS.

Evaluation of teaching
by Dr. Hendricks

1. List any mannerisms of the teacher which detracted from his effectiveness.

Coats should be buttoned
Excessive use of POK / this exactly right - terminal expressions
"We need to move on here - never" (We're almost out of time)
I've got one minute see to the clock & I'll be late.

2. List features of the class which proved of great value and should be repeated in future classes.

Recommendation of articles to read
Commendation of quality papers turned in by students
Need to use your good sense & common sense.

3. List features of the class which were unsatisfactory.

Worked w/ EE material - need a handout - can't see.
Need it in focus before get up there to use it. ^{Did pass class around} Pre-preparation.
Did not cover material in L.P. eg PRAYING - note to more info
* PUSHED too much in at end. PACING ^{but we got it fast.}

4. How do you feel the teacher could improve his teaching?

Need to create a need for the subject at the beg of the hour.
Come earlier to get set up / materials / set conversation w/ students
Call it by name.
Illustrations should be more relevant to the entire gp.

5. Additional comments.

I taking 15' of the hour for prayer / getting into the material.
What was the purpose of the setting / arrangement?
well - I believe you have a good teaching personality
but you need to focus on the area of methodology - get the
students more involved w/ role playing / neighbor judging / demonstration
visuals, etc. May have tried to cover too much material.

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Say in there - teaching effectively is not a piece of cake!
KSH

