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Teaching, Learning and Evaluation Policy

Appendix A: Student Perspectives of Teaching (SPOT) Survey

Office of Administrative Responsibility:	Office of the Provost and Vice-President (Academic)
Office of Accountability:	Office of the Provost and Vice-President (Academic)
Approving Authority:	General Faculties Council Committee on the Learning Environment and Student Affairs (CLESA)

YOUR VOICE MATTERS - For this survey to be as comprehensive as possible, the University of Alberta would appreciate receiving your input. The results are used as one component of a multi-faceted approach to the evaluation of teaching and learning, therefore, they contribute to your instructor's self-reflection and evaluation. They also help initiate change in curriculum and instruction.

CIVILITY AND RESPECT - These are shared norms in our work and learning environment and we encourage a healthy exchange of ideas and perspectives. Feedback should be provided in a manner that reflects our commitment to collegiality and inclusivity, while acknowledging that we all have unique and particular needs within this environment.

BIAS AWARENESS - Please be aware of biases that you may hold and make an effort to resist stereotypes about particular identities and groups of people (related to perceived race, gender, age, religion, ability, sexual orientation, and/or ethnicity of the instructor).

WHAT WE WANT TO HEAR - Please provide specific feedback on your experience in the comment section as appropriate for each question. The most helpful feedback is actionable, thoughtful, and concrete. Focus on your experiences with term work, course resources, and other instructional materials and not on personal characteristics such as the course instructor's appearance or speaking style.

ANONYMITY - The survey will be accessible only by CCID and students' anonymity will be protected. Summary results will be made available to instructors only after grades are finalized. If you are concerned about the anonymity of any typewritten comments, those may be provided directly to the Chair, Director or Dean noting the course number, section and name of the instructor. Please be aware, however, that the University may be required to intervene based upon assessment of potentially threatening or harmful comments.

ABOUT THE RESULTS - The numerical SPOT Report for the standard questions listed below will be available to you as well as the Students' Union and the Graduate Students' Association for the sole purpose of providing information for future course selections.

QUESTIONS - Should be addressed to students@ualberta.ca.

Framework for Effective Teaching Domain: COURSE DESIGN

Design: Course design refers to the organization of lectures, readings, labs, and assignments/exams, etc. that form the overall structure of the course by the primary instructor.

1. I found the course easy to follow.

- I strongly disagree (SD)
- I disagree (D)
- I neither agree nor disagree (N)
- I agree (A)
- I strongly agree (SA)

2. I found the course requirements clear.

- I strongly disagree (SD)
- I disagree (D)
- I neither agree nor disagree (N)
- I agree (A)
- I strongly agree (SA)

3. I found the course designed in a way that supported my learning.

- I strongly disagree (SD)
- I disagree (D)
- I neither agree nor disagree (N)
- I agree (A)
- I strongly agree (SA)

Comment on design (optional):

Utility of course resources: Course resources refer to readings, books, labs, handouts, multimedia, digital materials, etc. that are built into the course design.

1. The course resources supported my learning.

- I strongly disagree (SD)
- I disagree (D)
- I neither agree nor disagree (N)
- I agree (A)
- I strongly agree (SA)

2. The course resources increased my knowledge of the subject.

- I strongly disagree (SD)
- I disagree (D)
- I neither agree nor disagree (N)
- I agree (A)
- I strongly agree (SA)

3. The course resources helped me prepare for my assignments and exams.

- I strongly disagree (SD)
- I disagree (D)
- I neither agree nor disagree (N)
- I agree (A)
- I strongly agree (SA)

Comment on utility of course resources (optional):

Graded work: Graded work refers to exams, labs, assignments, projects, and similar work that is marked with a percentage or a letter grade.

1. The graded work was reflective of the course content.

- I strongly disagree (SD)
- I disagree (D)
- I neither agree nor disagree (N)
- I agree (A)
- I strongly agree (SA)

2. The graded work allowed me to apply my knowledge from the course.

- I strongly disagree (SD)
- I disagree (D)
- I neither agree nor disagree (N)
- I agree (A)
- I strongly agree (SA)

3. The graded work yielded helpful information about my learning.

- I strongly disagree (SD)
- I disagree (D)
- I neither agree nor disagree (N)
- I agree (A)
- I strongly agree (SA)

Comment on graded work (optional):

Framework for Effective Teaching Domain: INSTRUCTIONAL PRACTICES

Course delivery: Course delivery refers to the overall flow of the course including the class time, workload, and number and timing of course assessments, etc.

1. I was able to keep up with the instructor's pacing of course delivery.

- I strongly disagree (SD)
- I disagree (D)
- I neither agree nor disagree (N)
- I agree (A)

- I strongly agree (SA)

2. I had enough time to complete my course work.

- I strongly disagree (SD)
- I disagree (D)
- I neither agree nor disagree (N)
- I agree (A)
- I strongly agree (SA)

3. I found there were enough assessments to monitor my learning.

- I strongly disagree (SD)
- I disagree (D)
- I neither agree nor disagree (N)
- I agree (A)
- I strongly agree (SA)

Comment on course delivery (optional):

Instructional approach: Methods that the instructor puts in place to support your learning during and after class time.

1. My instructor provided examples and illustrations to support my learning.

- I strongly disagree (SD)
- I disagree (D)
- I neither agree nor disagree (N)
- I agree (A)
- I strongly agree (SA)

2. My instructor offered alternative explanations to support my learning.

- I strongly disagree (SD)
- I disagree (D)
- I neither agree nor disagree (N)
- I agree (A)
- I strongly agree (SA)

3. My instructor provided feedback to support my learning.

- I strongly disagree (SD)
- I disagree (D)
- I neither agree nor disagree (N)
- I agree (A)
- I strongly agree (SA)

Comment on instructional approach (optional):

Class Climate: Climate is about how you perceive the learning environment as respectful, collegial, and inclusive.

1. My instructor created and maintained a climate of mutual respect.

- I strongly disagree (SD)
- I disagree (D)
- I neither agree nor disagree (N)
- I agree (A)
- I strongly agree (SA)

2. I felt a sense of collegiality in this course.

- I strongly disagree (SD)
- I disagree (D)
- I neither agree nor disagree (N)
- I agree (A)
- I strongly agree (SA)

3. I felt comfortable to ask questions and share my ideas in this course.

- I strongly disagree (SD)
- I disagree (D)
- I neither agree nor disagree (N)
- I agree (A)
- I strongly agree (SA)

Comment Class Climate (optional):

Definitions

<i>Any definitions listed here apply to this policy document only with no implied or intended institution-wide use.</i>	
Course	Includes undergraduate and graduate courses, laboratory courses, non-degree courses, seminars, clinical supervision courses, and reading or directed study courses.
Instructors	Includes Academic Faculty, Faculty Service Officers, Librarians, Academic Teaching Staff and Excluded Academic Administrators. When their responsibilities include teaching, Instructors also include Academic Colleagues, Postdoctoral Fellows and Graduate Students.
Students	All learners including undergraduate and graduate students in full-time and part-time degree programs; students in open studies, fresh start program, transition year; international visiting and exchange and study abroad students; postgraduate medical/dental education students; and PDF trainees.

For questions surrounding policy document interpretation or implementation, please contact the Office of Administrative Responsibility.

For the most recent version of this document, please visit <https://www.ualberta.ca/policies-procedures/index.html>