

Course Experience Questionnaire

Ramsden, P. (1991). A performance indicator of teaching quality in higher education: the course experience questionnaire. *Studies in Higher Education*, 16, 129-150.

Richardson, JTE (1994). A British evaluation of the course experience questionnaire. *Studies in Higher Education*. 19, 59-68.

Wilson, K. L., Lizzio, A., & Ramsden, P. (1997). The development, validation and application of the Course Experience Questionnaire. *Studies in higher education*, 22(1), 33-53.

37 Items

6 Dimensions

Good Teaching scale

- #*4 The teaching staff of this course motivate students to do their best work
- #* 9 Staff here put a lot of time into commenting on students' work
- #*20 The staff make a real effort to understand difficulties students may be having with their work
- #*22 Teaching staff here normally give helpful feedback on how you are going
- #*23 Our lecturers are extremely good at explaining things to us
- #*25 Teaching staff here work hard to make subjects interesting
- # 31 Staff here show no real interest in what students have to say.
- # 33 This course really tries to get the best out of all its students

Clear Goals and Standards scale

- *1 It's always easy here to know the standard of work expected
- #* 8 You usually have a clear idea of where you're going and what's expected of you
- #*18 It's often hard to discover what's expected of you in this course
- # 24 The aims and objectives of this course are NOT made very clear
- #*35 The staff here make it clear right from the start what they expect from students

Generic Skills scale

- *2 This course has helped me to develop my problem-solving skills (GS)
- *6 This course has sharpened my analytic skills
- *11 This course has helped develop my ability to work as a team member
- * 12 As a result of doing this course, I feel more confident about tackling unfamiliar problems
- *13 This course has improved my written communication skills
- *28 This course has helped me develop the ability to plan my own work

Appropriate Assessment scale

- # 7 Lecture here frequently give the impression they have nothing to learn from student
- #*10 To do well on this course *all you really need is a good memory*
- #*17 Staff seem more interested in testing what you're more than that you or understand
- #*26 Too many staff ask *us questions just about facts*
- # 29 Feedback on student *work is usually provided ONLY in the form of marks and grades*
- # 32 It would be possible to get through this course just by working hard around exam times

Appropriate Workload scale

- #* 5 The workload is too heavy
- 6 This course has sharpened my analytical skills
- # 14 It seems to me that the syllabus tries to cover too many topic
- #*19 We are generally given enough time to understand the things we have to learn
- #*27 There's a lot of pressure on you as a student here

#*36 The sheer volume of work to be got through in this course means you can't comprehend it all thoroughly

Emphasis on Independence Scale

- # 3 There are few opportunities to choose the particular areas you want to study (IN)
- # 15 The course has encouraged me to develop my own academic interests as far as possible
- # 16 Students have a great deal of choice over how they are going to learn in this course
- # 21 Students here are given a lot of choice in the work they have to do
- #30 We often discuss with our lecturers or tutors how we are going to learn in this course
- # 34 There's very *little choice* in this course in the ways you are assessed

37 Overall, I am satisfied with the quality of this course

Items 1-36=CEQ36; # items=CEQ30 (used in Ramsden, 1991; Richardson, 1994); *items = CEQ23

5-point Likert Scale (means 'definitely disagree' and 5 means 'definitely agree')

Good Teaching: Cronbachs $\alpha = 0.79 - 0.88$

Clear Goals: Cronbachs $\alpha = 0.76 - 0.82$

Workload: Cronbachs $\alpha = 0.69 - 0.77$

Assessment: Cronbachs $\alpha = 0.47 - 0.74$

Independence: Cronbachs $\alpha = 0.55 - 0.72$

Generic Skills: Cronbachs $\alpha = 0.77 - 0.8$