Using IDEA Online:

Implications for Moving to a Digital Format

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Plan for this Session

• Benefits of going Online
• What the research says
• Latest Technological Advances
• Strategies for Increasing Response Rates
• Best Practices for Moving Online
• Questions
Benefits of Online Delivery

- No need to collect, pack, ship completed paper forms
- Labor costs for paper administration are saved
- Data are delivered to IDEA faster (no shipping)
- With digital reporting—Faster processing time because no need to ship back
- Student comments are typed (sometimes they write more)
## Resources for IDEA Online Research

<table>
<thead>
<tr>
<th>Type of Resource</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Report 16</td>
<td>Summary of research on using paper versus online survey methods (22 pages)</td>
</tr>
<tr>
<td>Research Note 4</td>
<td>Paper versus online delivery (2 pages)</td>
</tr>
</tbody>
</table>
The Bottom Line

No practical significance in the differences except for the response rates.
## Response Rates

<table>
<thead>
<tr>
<th>Paper Delivery</th>
<th>Online Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall: 78%</td>
<td>Overall: 55%</td>
</tr>
<tr>
<td>Short Form: 78%</td>
<td>Short Form: 53%</td>
</tr>
<tr>
<td>Diagnostic Form: 78%</td>
<td>Diagnostic Form: 56%</td>
</tr>
</tbody>
</table>

2012: **81%** for paper and **67%** for online.
Technological Advances

• Accessible from laptops, tablets, and mobile devices
• Digital reports, which means a faster return
Appearance in Mobile

Part I. The Administrative Roles

The list below describes roles that administrators perform. Please rate the administrator on each of the roles by selecting the number that best represents your judgment of how well he/she performed over the past year as an administrator. Select the number which best corresponds to your judgment, using the scale below. Select “Cannot Judge” (CJ) if you have little or no basis for making a rating.

RESPONSE OPTIONS

1 = Definite Weakness
2 = More a Weakness than a Strength
3 = In Between
4 = More a Strength than a Weakness
5 = Definite Strength
CJ = Cannot Judge

You've responded to 0 of 10 questions

Communicating a visionary plan for the future

1 2 3 4 5

Establishing sound priorities

1 2 3 4 5
Appearance in Mobile
Digital Report
FIF Online Delivery

- Reminders delivered by email
- Start/end dates: determined by Institution
- Access: unlimited while available
- Questions can be added
- Objectives can be copied
### Copying Objectives

**Faculty Information Form (FIF)**

You can copy responses to the 12 objectives from the following Faculty Information Forms. Select a FIF from the drop-down list, click the "Copy Objectives" button, complete the contextual questions, and submit the form.

Select a survey...

- Blackboard Courses | Psych 102-A | Introduction to Social Psychology | Gross, Amy
- Spring 2010 | Psych 102 | Introduction to Social Psychology | Gross, Amy
- 4200 Psychology

This code is used to provide the disciplinary comparisons in the course report.

### Objectives

Using the scale provided, identify the relevance of each of the twelve objectives to this course. Your weighting of the objectives is very important because it describes the uniqueness of your course by defining its purposes and what students are supposed to learn. As a general rule, we recommend that you select no more than 3-5 objectives either as "Essential" or "Important," prioritizing what you want students to learn. The weighting system used to generate summary results in the IDEA report weights Essential objectives "2," Important objectives "1," and Minor objectives "0."

<table>
<thead>
<tr>
<th>M</th>
<th>I</th>
<th>E</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Gaining factual knowledge (terminology, classifications, methods, trends)</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Learning fundamental principles, generalizations, or theories</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Learning to apply course material (to improve thinking, problem solving, and decisions)</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Acquiring skills in working with others as a member of a team</td>
<td></td>
</tr>
</tbody>
</table>
Student Survey Online Delivery

- Delivered by Email and/or URL
- Reminders by email
- Start/end dates determined by Institution
- Submission: confidential and restricted
Strategies for Increasing Response Rates

• Create value for feedback
• Prepare Students
• Monitor and Communicate
• Build momentum through pilots
Online Response Rates – Best Practices

• Create value for student feedback—share sample report

• Monitor and Communicate through multiple modalities:
  – Twitter
  – Facebook
  – Other

• Prepare Students
  – Talk about it
  – Syllabus
## Example: Course Syllabus

<table>
<thead>
<tr>
<th>IDEA Center Learning Objective</th>
<th>Course Learning Outcomes</th>
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<tbody>
<tr>
<td><strong>Objective 3:</strong> Learning to apply course material (to improve thinking, problem solving, and decisions)</td>
<td>Students will be able to apply the methods, processes, and principles of earth science to understanding natural phenomena</td>
</tr>
<tr>
<td><strong>Objective 8:</strong> Developing skill in expressing myself orally or in writing</td>
<td>Students will be able to present scientific results in written and oral forms</td>
</tr>
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</table>
Best Practices for Online

• Student-made video
• Share Sample Report
• Captive Audience
• Ask for volunteers to move to online first
Questions?