

# Unit Summary Report

**Role:** Course Evaluation Administrator, JACKSONVILLE UNIVERSITY

**Term:** 2022 Spring Reporti...

**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	433	4.33
Demonstrated the importance and significance of the subject matter	849	4.5
Made it clear how each topic fit into the course	918	4.47
Explained course material clearly and concisely	872	4.36
Introduced stimulating ideas about the subject	949	4.34
Inspired students to set and achieve goals which really challenged them	961	4.26
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	433	4.3

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)	788	4.21
Encouraged students to reflect on and evaluate what they have learned	940	4.44
Provided meaningful feedback on students' academic performance	644	4.31

Reflective and Integrative Learning	# of Sections	Average (1-5)
Stimulated students to intellectual effort beyond that required by most courses	956	4.28
Related course material to real life situations	787	4.44
Created opportunities for students to apply course content outside the classroom	951	4.28

Collaborative Learning	# of Sections	Average (1-5)
Formed teams or groups to facilitate learning	463	4.07
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	433	4.2
Asked students to help each other understand ideas or concepts	664	4.23

Active Learning	# of Sections	Average (1-5)
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	644	4.29
Involved students in hands-on projects such as research, case studies, or real life activities	723	4.28
Gave projects, tests, or assignments that required original or creative thinking	695	4.3

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