



Student and Facilitator Seminar Evaluation (1970s)

Ted Ward

Student Evaluation for Seminars	A. The instructor does this . . .					B. I wish the instructor would do this . . .				COMMENTS
	frequently	occasionally	rarely	not at all		more often	less often	no change needed		
ACTIVITY/PROCEDURE	▼	▼	▼	▼		▼	▼	▼		
1. Encourages discussion										
2. Creates a positive learning environment										
3. Encourages students to do relevant projects										
4. Makes clear the goals and the important aspects of the seminar										
5. Tries to deal with the individual needs of students										
6. Permits students to determine part or all of the course content										
7. Allows expressions of differences of opinions										
8. Assists or enables students to locate reference material										
9. Stimulates development of self-instructive behavior										
10. Helps students to find meaning of course content to their own goals or experience										
11. Ridicules or embarrasses students										
12. Ignores students										
13. Insists on having the last word										
14. Treats students as subordinates or inferiors										
15. Wastes seminar time on unimportant matters or unrelated subjects										
16. Responds constructively to suggestions for seminar improvement										
17. Draws out strengths of students										
18. Requires unnecessary assignments										
19. Utilizes special skills of participants in seminar										
20. Assists in summarizing										

Work across the page left to right one item at a time

Facilitator's Self-Evaluation for Seminars		When planning this course, I intended to do this . . .			In actually teach- ing this course I was able to do this . . .			When I teach this course again I would like to do this . . .			COMMENTS
		much			much			much			
ACTIVITY/PROCEDURE		little			little			little			
		not at all			not at all			not at all			
		▼	▼	▼	▼	▼	▼	▼	▼	▼	
1. Encourages discussion											
2. Create a positive learning environment											
3. Encourages students to do relevant projects											
4. Make clear the goals and the important aspects of the seminar											
5. Try to deal with the individual needs of students											
6. Permit students to determine part or all of the course content											
7. Allow expressions of differences of opinions											
8. Assist or enable students to locate reference material											
9. Stimulate development of self-instructive behavior											
10. Help students to find meaning of course content to their own goals or experience											
11. Ridicule or embarrass students											
12. Ignore students											
13. Close off other viewpoints											
14. Treat students as subordinates or inferiors											
15. Waste seminar time on unimportant matters or unrelated subjects											
16. Respond constructively to suggestions for seminar improvement											
17. Draw out strengths of students											
18. Require unnecessary assignments											
19. Utilize special skills of participants in seminar											
20. Assist in summarizing											

Work across the page left to right, one item at a time