

Course Evaluation

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

| | Criteria | 1 | 2 | 3 | 4 | 5 |
|-----------------------------|---|---|---|---|---|---|
| Role of the students | Students take control of their learning process. | | | | | |
| | Students actively participate in the designed activities. | | | | | |
| | Students are encouraged to see value in their prior knowledge. | | | | | |
| | Students are given chances to apply new knowledge in practice. | | | | | |
| | Students are encouraged to share their ideas with their peer classmates. | | | | | |
| | Students are allowed to ask questions when they need help. | | | | | |
| | Students are given opportunities to review their learning process and make self evaluations. | | | | | |
| Role of the teacher | Teachers create opportunities for the students to make observations and predictions. | | | | | |
| | Teachers provide stimuli for the students to test their robustness in explaining phenomena. | | | | | |
| | Teachers provide stimuli for the students to test their predictions. | | | | | |
| | Teachers provide support when necessary. | | | | | |
| | Teachers provide scaffolding by giving timely feedback. | | | | | |
| Purpose of task | Tasks are designed to create opportunities for the students to identify their views and ideas. | | | | | |
| | Tasks are designed to create opportunities for the students to explore new ideas. | | | | | |
| | Tasks are designed to create opportunities for the students to rethink and reconstruct their ideas and views. | | | | | |
| | Tasks are designed to fulfill the target learning objectives. | | | | | |
| Type of task | Different varieties of tasks are designed in the course so that students do not get bored. | | | | | |
| | The tasks resemble real life problems. | | | | | |
| | The type of task is designed appropriately in accordance with the purpose of the task. | | | | | |

| | Criteria | 1 | 2 | 3 | 4 | 5 |
|-----------------------------|--|----------|----------|----------|----------|----------|
| Level of interaction | Students are actively engaged in the interactive tasks. | | | | | |
| | Students are encouraged to get involved in the interaction with their peer classmates. | | | | | |
| Use of technology | Multimedia is appropriately used to facilitate the purposes of the tasks. | | | | | |
| | The use of software (e.g. speech engine tools) fulfills the purposes of tasks. | | | | | |
| | The web-based course allows the teacher and the students to communicate effectively. | | | | | |
| | The web-based course allows the students to explore more resources from the Internet. | | | | | |