



**BLUE COURSE EVALUATION  
ITEM BANK**



# Ask the Right Questions, the Right Way

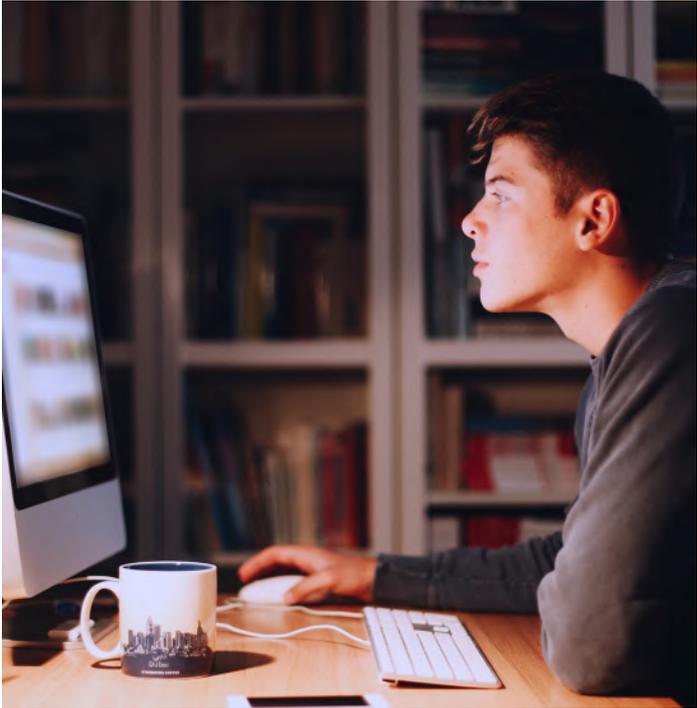
As every higher education institution's focus shifts to the overall learning experience, the need for an all-inclusive course evaluation process arises. Faced with increased demands for accountability, developments in assessment practices, and the educational community's shifting needs, institutions must ensure their course evaluations tick all the boxes.

This can be a real challenge for decentralized institutions or for those trying to accommodate both departmental autonomy and university-wide core items. However, there is a solution, and it starts with asking the right questions, the right way to build the teaching of tomorrow.

# A Vetted and Robust Item Bank for all Teaching & Learning Priorities

The Blue course evaluation item bank is a comprehensive database of vetted questions segmented into teaching and learning categories. Developed by a team of experts in evaluation and psychometrics at the University of Toronto (UofT), these items follow best practices in course evaluation research and use. A wide range of categories target teaching and learning priorities common across higher education institutions around the world.

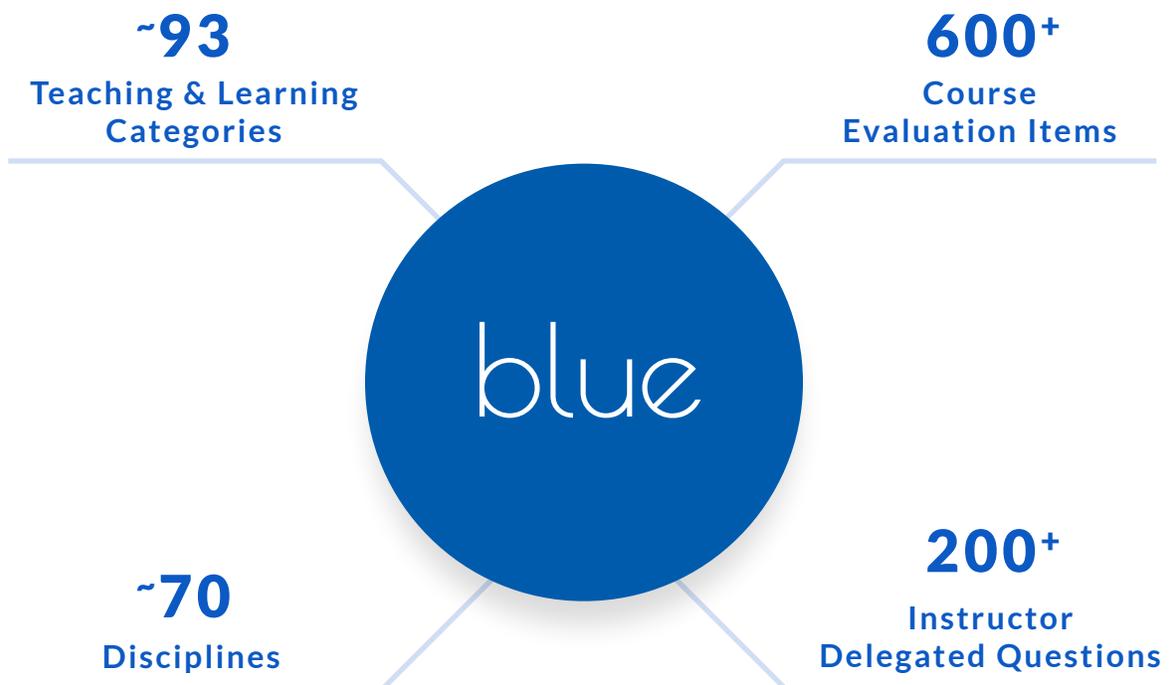
Easy to implement, the item bank ensures you can gather personalized insights for all stakeholders, empower decision-making at all levels of your institutional hierarchy, and accelerate continuous improvement.





## Everything You Need to Start Collecting Comprehensive Teaching and Learning Data

Focusing on all aspects of the learning experience, the item bank covers a range of teaching and learning priorities related to the instructor, course structure and environment, teaching methods, and learning competencies and outcomes.



\*The item bank is included with the Blue course evaluation software.

# Curated Items Suitable for Multiple Teaching Contexts

The University of Toronto created the Blue course evaluation item bank to collect better quality data from its diverse 80,000 student population. Driving improvement institution-wide, UofT uses the bank with its cascaded model to meet its faculties, departments, and instructors' unique evaluation needs.

Suitable for both summative and formative evaluations, the item bank can be used with all program types, evaluation requirements, and various learning scenarios, including classroom sessions, discussions, online courses, research, tutorials, labs, and more.



Course Evaluation Items	Teaching & Learning Categories	Disciplines	Instructor Delegated Questions
I found the course intellectually stimulating.	Institutional core item	Aboriginal Studies	The course instructor expressed an interest in student understanding when explaining course concepts.
The instructor created an atmosphere that was conducive to my learning.	Departmental (Lecture)	Ecology and Evolutionary Biology	Course assignment or project descriptions, including information about requirements, were clear.
Skills for how to learn in an online environment were supported throughout the course.	Learning Expectations and Feedback Within Course	Fine Arts (Visual Studies)	The course instructor encouraged students to think beyond the course material.
The course instructor explained concepts clearly.	Opportunity to Cultivate Critical & Reflective Information Literacy	Social Justice Education	The online discussion board created a sense of community in the course.

Table shows Blue Course Evaluation Item bank category and item examples

# Why Leverage the Blue Course Evaluation Item bank?

## ASK THE RIGHT QUESTIONS, THE RIGHT WAY

- Increase accuracy with concrete evaluation items
- Minimize response bias with carefully designed and worded questions
- Identify items that may be potentially biasing and use them in appropriate situations

## USE QUESTIONS THAT ARE RELEVANT TO EACH STAKEHOLDER AND AREA WITHIN YOUR INSTITUTION

- Choose questions that are relevant and align with priorities
- Include questions from all levels of evaluation, including institution-wide and by faculty, department, and instructor
- Enable instructors to select the questions they want to get the data they need

## FOCUS ON THE STUDENT EXPERIENCE

- Assess specific instructor or course elements from the student perspective
- Enable students to weigh the importance of each item related to their learning experience
- Aggregate items to measure the quality of the learning for a given course

## GAIN VALUABLE INSIGHT FOR CONTINUOUS IMPROVEMENT

- Obtain more complete and reliable data with vetted items
- Gather consistent institution-wide data and more granular information at the same time
- Use data to continuously improve teaching and learning



**Start asking the right questions the right way and  
gain valuable insights on the learning experience  
to build the teaching of tomorrow.**



**explorance.**

Website: [www.explorance.com](http://www.explorance.com)

Contact us: [www.explorance.com/contact](http://www.explorance.com/contact)

