



UNIVERSITY *of* NICOSIA

Response to the External Evaluation Report

Programme of Study

Master of Science in Criminology

(Distance Learning)

Nicosia

20 June 2018

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INTRODUCTION

We refer to the Report of the External Evaluation Committee (EEC) for the evaluation-accreditation of the programme of study “Master of Science in Criminology (Distance Learning),” which was prepared following a site visit at the University of Nicosia by the members of the committee on June 14, 2018.

We would like to thank the members of the EEC for their professional and thorough work during the on-site evaluation of the MSc programme in Criminology (Distance Learning). We would also like to express our appreciation for the collegial and constructive approach with which they conducted their evaluation. The committee had separate meetings with faculty supporting the programme, as well as with three students from the conventional MSc program in Criminology.

We would like to note that the report of the committee is **extremely positive** with **75 out of the 118** (applicable) quality standards/indicators receiving a **perfect score of 5**, and a near perfect score of **4 out of 5** in **35** of the remaining indicators. The resulting average score is **4.6 out of 5** which is in line with the committee’s concluding remarks that: *“The program satisfies the policies and conditions of the Cyprus Agency for Quality Assurance as well as the University’s educational and internationalization policies”; “Regarding research work and synergies with teaching, the theoretical background of the course is excellent”; “The program is well structured and its layout well-thought, offering modules that contribute to the overall objectives of the program. It also fits well with the internationalization strategy of the University”.*

We do welcome the committee’s recommendations for improvements, which will enhance the quality of our programme, and we address them in the corresponding section of our response.

The response to the external evaluation report is structured as follows: In section **I** we highlight the positive comments made by the committee which reflect the high quality of the programme. In section **II** we address the recommendations and comments made by the committee in each of the categories. Section **III** concludes our response with some final remarks.

I. FINDINGS OF THE EEC AND POSITIVE COMMENTS MADE BY THE COMMITTEE

The **FINDINGS** of the EEC are highly positive and commend the work done by the University of Nicosia and the Department of Social Sciences specifically. We have selected some of the highlights of the positive comments from the Findings section, and the report in general, which we quote below:

- “The program promotes and encourages students’ involvement, interaction and provides adequate and relevant feedback to students”(p.7)
- “The program is well structured and its layout well-thought, offering modules that contribute to the overall objectives of the program. It also fits well with the internationalisation strategy of the University”. (p.8)
- “Transferable skills are one of the strong educational and selling points of this program due to the multidisciplinary and practice-oriented nature of the program. They are also in sync with the University’s policy of linking knowledge, industry and research”(p.8)
- “By completing the program students acquire comprehensive but also specialised knowledge of the discipline and of contemporary developments”. (p.9)
- “The program offers modules that cover the discipline as a whole and reflect the multidisciplinary of the program”. (p.9)
- “Students that study the conventional program and come from the profession have praised the benefits and the added value offered by the program”. (p.9)
- “The core staff team are all experienced researchers with long experience in the field, and this informs the program’s teaching and learning strategy. Many have worked internationally, and have a correspondingly international reputation”. (p.10)
- “The staff continues to be research active when time and resources allow, and this livens their teaching content to optimize the scientist - practitioner model under which applied psychology operates”. (p.11)
- “It must be stressed that the program's coordinator has all the academic qualifications and necessary skills for their role”, (p.7)

- “The program has a dedicated team providing technical and administrative support. In the EEC’s opinion, the infrastructure and support appear first class”. (p.12)
- “The EEC was impressed by the support offered to students with disabilities as well as by the number of students with disabilities studying DL programs”. (p.13)
- “The quality assurance process, regulations and information are appropriate, well communicated, administered and have been followed”. (p.9)

II. COMMENTS AND RECOMMENDATIONS BY THE COMMITTEE

In this section we address the suggestions/recommendations of the committee on each criterion of each category.

II.A. CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE

- 1) *The personnel are highly qualified, carry out important research and fulfill the relevant qualifications for teaching in the specific program of study. It must be stressed that the program's coordinator has all the academic qualifications and necessary skills for their role. Additionally, the student-staff ratio is considered quite good. However, appointment of new staff, in particular Criminologists, will enrich and strengthen the program and its delivery*

Response/Action: We appreciate the committee’s recommendation which we also find necessary for the proper delivery of the programme, and which is in full accord with the position of the Department as well as that of the University’s Academic Management. Upon approval of the program by DIPAE, the Department, which has already consulted with UNIC’s Academic Administration, intends to advertise a position for a criminologist who is to support and further enrich the program. Furthermore, if the enrollment numbers allow it, the intention is to hire one more criminologist within the following academic year, i.e., 2019-2020.

- 2) *Transferable skills are one of the strong educational and selling points of this program due to the multidisciplinary and practice-oriented nature of the program. They are also in sync with the University's policy of linking knowledge, industry and research. In addition to learning purposes and outcomes, the program should identify and include within its purposes and outcomes key transferable skills.*

Response/Action: We thank the committee for pointing out that the transferable skills our students will acquire are indeed an advantage of the programme, and we have now included them in the programme's learning outcomes as can be seen in Appendix A.

- 3) *The overall aims, objectives and outcomes should also spell out what is distinct about this program; what are its distinct qualities.*

Response/Action: We take into serious consideration this note and we thank the committee for pointing out that our programme's distinct qualities, e.g., its multidisciplinary nature, its synergetic and academically coherent content and its highly specialized and professional faculty, should indeed be further highlighted. We have now added this information in the programme's description as can be seen in Appendix B.

- 4) *The synergies between theory and practice and between academia and profession should be identified and spelled out.*

Response/Action: We welcome the committee's recommendation which is in full agreement with the position of the Department and more specifically with that of the program under evaluation. As the committee has already pointed out: *"One of the main aims of the program is to attract professionals from state institutions and transform itself into a vehicle for contributing and impacting on society and on policy. Students that study the conventional program and come from the profession have praised the benefits and the added value offered by the program"*. All faculty members in the program are hands-on practitioners who enrich the modules they teach by transferring their experiences, skills and expertise to the students.

In addition, the close links of the program with criminal justice agencies is an added value to the bridge between academia and profession. This information has also been included in Appendix B.

5) *The number of offered courses and their compulsory and/or elective character may need to be reviewed.*

Response/Action: We accept the committee's recommendation, which was extensively discussed during the visit. As it can be seen in Appendix C, there are now three (3) compulsory courses and seven (7) elective courses.

6) *The multidisciplinary nature of the program should inform, where appropriate, the modules and in particular the research methods.*

Response/Action: We totally agree with the committee's proposal, and have enriched the Research Method module accordingly. We have included specialized bibliography which is directly linked to how various research methods can be applied specifically to criminal justice research. Furthermore, we added themes of legal research in the same course's contents. Please refer to Appendix D where you can find the revised course syllabus.

7) *Regarding research work and synergies with teaching, the theoretical background of the course is excellent. Some quid pro quo between academic staff and professionals working in psychiatric settings might strengthen the forensic mental health aspects of what they do. This can follow the clearly successful and growing links they have with the criminal justice agencies in Cyprus and beyond. These mental health and police/ prison synergies should be used to develop applied practice research in areas of expertise already established in the staff team, e.g., investigative interviewing, evolutionary aspects of offending, etc.*

Response/Action: We thank the committee for pointing out the successful links of the program with the criminal justice agencies in Cyprus and beyond. Indeed, as has been discussed with the committee during the evaluation of the program, there are yearly visits of our students to Cyprus' central prison, accompanied by Professor Courakis. In addition, several faculty members in the program are working (as practitioners) with and/or have links with mental health facilities. These are factors which certainly enrich the faculty members' teaching methodology and the skills / knowledge they pass on to their students.

8) *To optimise expertise in grant and funding acquisition, successful grant-getters should be encouraged to mentor the less successful, to pass on the skills and avoid the corrosive 'competitive' culture which can emerge when external funding is being sought. That said, budgets within the university should build in some regular provision for research equipment, renewable resources (e.g., copyright test forms), software, and conference attendance. The University should also provide administrative support for grant applications and management and make the necessary workload allowances.*

Response/Action: We welcome the committee's recommendation which is in full agreement with the position of the Department regarding collaboration and mentoring between and within faculty in terms of grant and funding acquisition. We would also like to point out that:

1. UNIC does have a policy for Research Time Release which is incorporated into its Internal Regulations. Faculty who are actively involved in research may be granted up to 6 hours (per semester) off their usual teaching load so that they can pursue their research projects.
2. UNIC has a policy in its Internal Regulations, whereby faculty may obtain funding to travel abroad for the purposes of attending academic conferences.
3. All academic departments in UNIC have a budget which allows them to purchase, among other things, research software and other equipment.

For instance, the Department of Social Sciences has recently utilized a portion of its annual budget to purchase a license for Inquisit Web Software, which allows all faculty members and students to benefit from the specific software.

4. The Research and Innovation Office at the University of Nicosia provides substantial support for faculty members who wish to apply for European Research Projects and/or prepare other research proposals for external funding.

II.B. QUALITY STANDARDS AND INDICATORS COMMENTS

1.3.5 Comment: In every program of study the Special Teaching Personnel does not exceed 30% of the Teaching Research Personnel.

Response/Action: Following DIPAE's regulations, the program of Criminology, as well as all graduate programs in the School of Humanities and Social Sciences, does not utilize any STF. All faculty supporting the program are PhD holders. Please refer to Appendix E for the faculty's qualifications and ranks.

II.C. DISTANCE LEARNING PROGRAMS COMMENTS

5.1 Comment: The processes of the teaching by the teaching personnel is very demanding and vital for their performance. The students do have to answer an anonymous questionnaire but the questions in order to be effective must be realistic and open. Closed questions are good in order to have a picture of the situation, but not enough if we want a realistic picture of their performance. The comments from the students' part must be encouraged because usually this is the only way to express their thoughts and feelings for their studies.

Response/Action: The DL Unit of the University is responsible for the implementation and analysis of student evaluation surveys *via* an external survey tool, for all Distance Learning courses. The surveys are repeated on a semester basis.

The questionnaires which are anonymous and have been developed and approved by the Senate capture student evaluations regarding the following issues: (a) Course and Material, (b) Faculty, (c) Technology and Platform and (d) Library. Apart from closed questions there are also “Comments” sections where the students can freely express their feelings and thoughts about the course and give the appropriate feedback. The evaluation reports are disseminated to the corresponding faculty, Programme Coordinator, Head of Department and Dean for information and necessary action. Please refer to Appendix F for a Questionnaire Sample.

In addition, there is an Informal Evaluation students can fill in. Early feedback enables faculty to receive feedback from students early in the semester so as to make adjustments to the course material and delivery. This evaluation aims, at an early stage, to identify and improve students’ online learning experience. It is provided to students through Moodle (around weeks 4-5) and faculty retrieves the results directly through Moodle. Please refer to Appendix F for a Questionnaire Sample.

Finally, a more general Student Evaluation Questionnaire is available through Student Intranet for all DL and conventional students.

5.2 Comment: A training program for the academic and teaching personnel is more than necessary. This is an important support for the pedagogical procedures of the program and its implementation. In this case, experience does not always include skills for teaching at a distance. For this reason, the academic and teaching personnel must be very well prepared in order to have special skills and be ready for the particular conditions of the program. That is the reason for the necessary training program of the academic and teaching personnel.

For example, in a teleconferencing environment the tutor needs to be more flexible and ready to communicate and answer questions, or to guide a conversation, or stimulate the students for interaction.

Response/Action:

We are completely in agreement with the committee's suggestion regarding the necessity of a training program for the academic and teaching personnel of the program. It should be noted that it is obligatory for all UNIC faculty who teach DL courses to successfully complete, among others, the following training courses: Distance Learning Essentials, Moodle Essentials, WebEx, and Creative Media Essentials. These training courses are offered 2-3 times per semester by UNIC's DL Unit, and faculty who complete them receive the relevant certificates. In addition to the above, it should be noted that UNIC has recently put in place the E-learning Pedagogical Support Unit, which is tasked with the support of faculty teaching DL courses. For further details on this matter, please see the point below.

5.3 Comment: There must be a mechanism for the support of the teachers for best training, interaction, guidance and involvement. This training must be systematic and ready to give practical solutions and guidance to all teaching personnel. This is a precondition in order to have quality processes of teaching.

Response/Action: The University has in place the **ePSU**, the e-Learning Pedagogical Support Unit, which is manned with specialized staff. ePSU monitors all DL programs and provides advice and relevant training for the academic departments. In addition, the University has in place the Technology Enhanced Learning Centre (**TELC**) which, amongst other things, aims to improve the digital literacy of students and staff, and to enhance the learning and teaching environment in a way that is underpinned by sound learning design principles, reflection as well as innovation. The **TELC** also prepares regular reports on issues such as the following: student demographics in DL programs and levels of student engagement in DL courses.

The Department of Social Sciences, to which the programme belongs, will be in constant collaboration with both **ePSU** and **TELC**, as well as the UNIC DL Unit, in order to ensure the best learning experience for the students enrolled in the program.

5.8 Comment: The distance learning program is a program which can be realized and run successfully for the Greek-speaking students. The overall idea of the program is designed according to the experience and policy of the University. At the same time, this policy should take in consideration the pedagogical and learning dimension of the program and the particularities of distance learning. The learning / teaching concept could be improved for the DL provision by also providing synthesis and application of the specialist knowledge. The academic team should provide more targeted supporting material that can help the students to study more effectively. The learning material must be more focused on student-tutor interaction and involvement. The learning activities should be challenging, interactive and guide the students to develop cognitive skills and critical thinking.

Response/Action: We take the committee's comment very seriously. Thus, we have made every effort to provide an interactive environment for our students which enhances their critical thinking and cognitive abilities in general. The material for each course on the Moodle platform includes, amongst other things, the following:

- Weekly forums where our students have the chance to interact with each other, with the material presented, as well as with their teacher. In each forum, the students are given a variety of formative assessments which enable discussions, debates and strategic thinking.
- "Wikis", i.e., activities where our students are again actively engaged. In particular, wikis allow students to interact with their fellow students and the instructor through e.g., the examination of case studies and the analysis of relevant documentaries / movies based on the course material.

5.12 Comment: The possibilities to control and improve the supportive services are limited. It seems that much more efforts must be done by the program in order to have flexible supportive services.

Response/Action: The Distance Learning teams perform weekly/regular meetings to anticipate problems, review performance, and support a culture of continuous improvement. There are also monthly performance reviews. In addition to that, a new section is being incorporated on the DL Student Evaluation Questionnaire which specifically addresses the administrative (support) services being offered to DL students by the DL Unit. This has been submitted to the Senate and will be sent out upon approval.

III. CONCLUSION

We would like to thank the committee once again both for the positive evaluation, as well as for the constructive comments and suggestions, and the fruitful discussion we had with its members during the on-site visit. We also thank the committee for the time and effort it dedicated to the evaluation of the programme, and for helping us improve it through the suggestions made. In preparation for the new academic year, we have already taken action and incorporated all recommendations of the committee as indicated above in our response.

We would like to highlight again the high score evaluation and the very positive comments of the committee which we consider to be a recommendation for accreditation, having satisfied the committee's proposals.

APPENDIX A

INTENDED LEARNING OUTCOMES

Upon successful completion of this programme, students will be able to:

1. Effectively employ a number of key transferable skills, such as: problem-solving; critical analysis and reasoning; management and interpretation of research data sets; advanced written and oral communication pertaining to their working environment.
2. Engage critically and independently with contemporary developments and debates concerning crime and criminology
3. Apply criminological principles and concepts to real life situations in the criminal justice field
4. Recognize the intertwining of different psychological and sociological theories relevant to understanding crime and criminal behaviour
5. Demonstrate reflective understanding of comparative and applied criminal justice
6. Critically evaluate theory, research and practice in criminology
7. Evaluate the various ways for crime control and crime prevention
8. Demonstrate in-depth knowledge of the changing nature of crime and victimisation
9. Critically examine the role of the victim in the overall criminological spectrum, and recognize that victims make up half the crime equation and therefore are of utmost importance
10. Enhance their understanding of the contribution of forensic psychology to all levels of the criminal justice system

11. Critically employ research from the field of violent and sexual offending in their own future practice when needed
12. Appraise current trends and developing issues in juvenile delinquency
13. Assess the evolution and impact of cybercrime on society, and the difficulties law enforcement agencies face worldwide

APPENDIX B

PROFILE OF THE PROGRAMME

The programme has been designed for graduates who wish to expand their knowledge of criminology, for persons with professional responsibilities in policing, probation and prison who wish to enhance their knowledge and further their practitioner experience, and for those who wish to follow criminal justice careers. The multidisciplinary nature of the programme offers its students the opportunity to gain knowledge and understanding on a variety of themes related to disciplines directly associated with criminology, such as psychology and law. The programme's faculty are actively involved as practitioners nationally and internationally in policy making bodies and in the application of criminological science, hence building successfully a bridge between theory and practice. It aims to attract professionals from state institutions and transform itself into a vehicle for contributing and impacting on society and on policy making.

APPENDIX C

STRUCTURE OF THE PROGRAM OF STUDY

PROGRAM REQUIREMENTS	ECTS
Compulsory courses	30
Elective courses	60
Total ECTS	90

LIST OF COMPULSORY COURSES AND ELECTIVE COURSES

Compulsory Courses	ECTS
1. CRIMD-501 Criminological Psychology	10
2. CRIMD-502 Theories of Crime and Criminality	10
3. CRIMD-503 Research Methods in Criminology	10

Elective Courses	ECTS
1. CRIMD-504 Criminal Justice	10
2. CRIMD-505 Victimology	10
3. CRIMD-506 Sexual and Violent Offenders	10
4. CRIMD-507 Thesis	20
5. CRIMD-521 Cybercrime	10
6. CRIMD-522 Crime Prevention	10
7. CRIMD-523 Juvenile Delinquency	10

APPENDIX D

Διάγραμμα Μαθήματος

Κωδικός Μαθήματος	Τίτλος Μαθήματος	Πιστωτικές Μονάδες ECTS
CRIMD-503	Μέθοδοι Έρευνας στην Εγκληματολογία	10
Προαπαιτούμενα	Τμήμα	Εξάμηνο
Κοινωνικών Επιστημών	Κοινωνικών Επιστημών	Χειμερινό
Κατηγορία Μαθήματος	Γνωστικό Πεδίο	Γλώσσα Διδασκαλίας
Υποχρεωτικό	Εγκληματολογία	Ελληνική
Επίπεδο Σπουδών	Διδάσκων	Έτος Σπουδών
Μεταπτυχιακό (2 ^{ος} Κύκλος)	Δρ. Μενέλαος Αποστόλου	1 ^ο
Τρόπος Διδασκαλίας	Πρακτική Άσκηση	Συναπαιτούμενα
Διαλέξεις	N/A	N/A

Στόχοι Μαθήματος

Οι βασικοί στόχοι του μαθήματος είναι:

- Να παρουσιάσει τις σημαντικότερες μεθόδους έρευνας στην εγκληματολογία και σε επιστήμες που άπτονται του πεδίου, όπως νομική και ψυχολογία (ποσοτική και ποιοτική έρευνα)
- Να συζητήσει κριτικά διάφορες ποσοτικές και ποιοτικές μεθοδολογίες για τη συλλογή δεδομένων, όπως πειράματα, έρευνες, παρατηρήσεις, συνεντεύξεις, ομάδες εστίασης, εθνογραφική έρευνα, έρευνα δράσης και μελέτες περιπτώσεων
- Να αναπτύξει δεξιότητες στη στατιστική ανάλυση ποσοτικών δεδομένων
- Να αναπτύξει βασικές δεξιότητες στην ανάλυση ποιοτικών δεδομένων
- Να αναπτύξει τις δεξιότητες των μαθητών στην γραπτή παρουσίαση ευρημάτων από ανάλυση ποσοτικών και ποιοτικών δεδομένων

Μαθησιακά Αποτελέσματα

Μετά την ολοκλήρωση του μαθήματος, οι φοιτητές θα είναι σε θέση να:

1. Να σχεδιάσουν μια ερευνητική μελέτη, καθώς και να συλλέξουν, να οργανώσουν και να αναλύσουν τα δεδομένα
2. Να αξιολογήσουν κριτικά ποσοτικές και ποιοτικές μεθόδους στην εγκληματολογία
3. Να συζητήσουν τρέχοντα ερευνητικά θέματα, όπως δεοντολογία έρευνας ερευνητικός στοχασμός (researcher reflexivity)
4. Να αναγνωρίσουν τη σημασία δεοντολογικών ζητημάτων και να τα λαμβάνουν υπόψη κατά τον σχεδιασμό και την υλοποίηση μιας ερευνητικής μελέτης
5. Να επιδείξουν κατανόησης των διαφόρων ποσοτικών και ποιοτικών μεθοδολογιών
6. Να επιδείξουν κατανόησης μεθόδων ποσοτικής και ποιοτικής ανάλυσης δεδομένων
7. Να ετοιμάσουν μια ποσοτική ή ποιοτική ερευνητική πρόταση
8. Να επιδείξουν πρακτική γνώση στην ανάλυση δεδομένων και συγγραφή ευρημάτων μιας έρευνας σε μια ακαδημαϊκή μορφή
9. Να επιδείξουν πρακτική γνώση συλλογής δεδομένων στους τομείς της νομικής και της εγκληματολογίας
10. Να επιδείξουν πρακτική γνώση ανάλυσης δεδομένων στους τομείς της νομικής και της εγκληματολογίας

Περιεχόμενο Μαθήματος

1. Εισαγωγή
2. Είδη έρευνας
3. Η ερευνητική διαδικασία
4. Ζητήματα δεοντολογίας
5. Συλλογή και ανάλυση των ποιοτικών δεδομένων (συνεντεύξεις, παρατηρήσεις)
6. Συλλογή ποσοτικών δεδομένων (ερωτηματολόγια, τυποποιημένες δοκιμές και ψυχομετρικές κλίμακες)
7. Συγγραφή ερευνητικών προτάσεων και ερευνητικών εκθέσεων σε στυλ APA
8. Το λογισμικό SPSS για την ανάλυση δεδομένων
9. Πιθανότητες και έλεγχος υποθέσεων (Probability & hypothesis testing)
10. Περιγραφική στατιστική, επαγωγική στατιστική και κατανομές (Descriptive statistics, inferential statistics and distributions)
11. Παρουσίαση ποσοτικών δεδομένων (Presenting quantitative data)
12. Σύγκριση 2 ομάδων: Το T-τεστ (Comparing 2 groups: The T-test)
13. Σύγκριση ≥ 3 ομάδων: Ανάλυση Διακύμανσης (Comparing ≥ 3 groups: Analysis of Variance – ANOVA)
14. Test συσχέτισης: Συσχέτιση, chi-square (Tests of association: Correlation, chi-square)
15. Ανάλυση Παλινδρόμησης (Regression analysis)
16. Παραγοντική Ανάλυση (Factor analysis)
17. Ανάλυση Αξιοπιστίας (Reliability analysis)
18. Η έρευνα στις Νομικές Επιστήμες

Μαθησιακές Δραστηριότητες και Διδακτικές Μέθοδοι

Διαδραστικές διαλέξεις, ομαδικές εργασίες στην τάξη, παρουσίαση έρευνας, εργαστήρια SPSS

Μέθοδοι Αξιολόγησης

Τελική εξέταση, ενδιάμεση εξέταση, εργασία

Απαιτούμενα Διδακτικά Εγχειρίδια και Βιβλιογραφία

Τίτλος	Συγγραφέας	Εκδοτικός Οίκος	Έτος	ISBN
Ποιοτικές Μέθοδοι της Κοινωνικής Έρευνας	A. Λυδάκη		2012	978-960-032-757-1
Statistics Without Maths for Psychology (5 th edition)	Dancey, C. P. and Reidy, J.	Pearson	2011	0273726021
Criminological and Criminal Justice Research Methods	Jennings, W	Aspen	2014	1454833068

Προτεινόμενα Διδακτικά Εγχειρίδια και Συμπληρωματική Βιβλιογραφία

Τίτλος	Συγγραφέας	Εκδοτικός Οίκος	Έτος	ISBN
American Psychological Association	Publication Manual	American Psychological Association	2010	ISBN: 1433805618

APPENDIX E

FULL TIME FACULTY SUPPORTING THE PROGRAMME

Dr. Marios Constantinou / Professor of Forensic Clinical Neuropsychology

Dr. Nestoras Courakis / Professor of Criminology and Penology

Dr. Andreas Anastasiou / Associate Professor of Counselling Psychology

Dr. Menelaos Apostolou / Associate Professor of Evolutionary Psychology

Dr. Ioanna Dionysiou / Associate Professor of Computer Science (Cybersecurity)

Dr. Ioulia Papageorgi / Associate Professor of Educational Psychology

Dr. Stavroula Soukara / Associate Professor of Forensic Psychology

Dr. Elisa Patouris / Lecturer in Criminology / Adjunct

APPENDIX F

DL STUDENT EVALUATION QUESTIONNAIRE

This survey is for evaluation purposes only. Your participation is anonymous. Your feedback will help us provide a better online learning experience to students. Thank you for your participation.

Questions

Rating Scale: Strongly Agree (5) Agree (4) Neutral (3) Disagree (2) Strongly Disagree (1)

Course and Material Evaluation

1. The online study guide contained the weekly learning outcomes and learning material.
2. The online study guide was clear and directed my learning experience week by week.
3. The course material included relevant e-learning components that contributed to the achievement of the course learning outcomes.
4. The learning materials had sufficient interactivity (student-to-content or student-to student).
5. The learning material contained videos and other multimedia material.
6. Discussion fora were used as part of my learning activities.

Comments:

.....
.....

Faculty Evaluation

7. The lecturer encouraged group work and/or forum discussions.
8. The lecturer communicated effectively and efficiently in the forum discussions.
9. The lecturer set convenient online office hours.
10. The lecturer set convenient hours for WebEx sessions.
11. The lecturer responded to e-mails in a timely manner and was available to participate in online discussion upon request.

- 12. The lecturer used a variety of online tools to enhance the learning experience.
- 13. The lecturer is experienced in the use of the e-learning platform.
- 14. The lecturer provided in-time feedback through the platform.

Comments:

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Technology and Platform Evaluation

- 15. There was adequate information, guidelines and support on how to use the online platform.
- 16. Moodle was user-friendly and convenient.
- 17. Accessing and using WebEx was easy and convenient.
- 18. Accessing and using Student Intranet was easy and convenient.
- 19. The platform was running uninterrupted on a 24/7 basis.
- 20. Using the Turnitin antiplagiarism software was easy and convenient.

Comments:

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Library Evaluation

- 21. The provision of e-resources and material was adequate and appropriate.
- 22. Accessing library e-resources was easy and convenient.
- 23. Remote (off-campus) access to library e-resources was available on a 24/7 basis.
- 24. There was adequate information, guidelines and support on how to use the library resources. Comments:

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INFORMAL COURSE EVALUATION

The use of an early feedback sheet (see example below) is important as it enables faculty to receive feedback from students early in the semester. It is designed to provide feedback to faculty and help improve students' online learning experience.

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
		5	4	3	2	1
1	The Course Outline is clear and directs my learning experience					
2	The Course Assessment Guide is clear and provides a concise guidance for the course's assessments.					
3	The Study Guide is clear and directs my learning experience each week.					
4	The course material is useful and relevant and helps me to achieve the course learning outcomes.					
5	The course has sufficient interactivity between students and faculty.					
6	The learning material contains helpful videos and other multimedia material.					
7	The lecturer communicates effectively and 1 efficiently in forum discussions and responds to emails in a timely manner.					
8	Online tools used are sufficient to enhance the learning experience.					

9. What did you like most about the course?

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10. Can you make any suggestions for improvement?

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