

Evaluating Teaching and Learning from Students' Perspectives in Their Classroom through Easy-to-Use Online Surveys

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ABSTRACT

The aim of this article is to help technophobic teachers to use a free and easy-to-use online survey to investigate their students' opinions and beliefs about the learning and teaching in the classroom. This article would also help technophobic teachers who were used to analyzing the results manually by counting the students' responses from the traditional paper-based questionnaires/surveys to instantly and conveniently use online surveys to get qualitative and quantitative data from their students' responses with just a few clicks. In this article, the researcher will share the following aspects: 1) the need to use online surveys at secondary and postsecondary level; 2) the definition of technophobia and the need to train technophobic teachers to use technology; 3) the definition of an online survey; 4) and a sharing of how to create an online survey that can be easily made by one of the online survey providers on the Web.

Keywords: online surveys, technophobic teachers, evaluating, course management systems, Web

INTRODUCTION

The use of web-based learning is increasing around the world (Wentling & Johnson, 1999). With the innovation, questions arise about the effectiveness and quality of practice with these web-based tools (McCollum, 1998 as cited by Wentling & Johnson, 1999). Quite a number of universities and institutions are using online student course evaluation surveys to efficiently evaluate the quality of learning and teaching in