

**Table 1:** Issues and Questions Relevant to Student Interviews. The numbers listed under Student and Peer Input reflect the Stanford ME-PEER group's opinion as to the relative insight (based on a total of 100) into a particular element provided by student input and PEER input.

STANFORD ISSUE (based upon Elements of Good Teaching)	Student Input	PEER input	UNIVERSITY OF GEORGIA QUESTION
<b>Instructor-Group Interaction [1,2]</b> Relates to rapport with the class as a whole, sensitivity to class response, and skill at securing active class participation. Components include: (list of illustrative examples here)*	90	10	How well does your professor handle class discussion? Are all students encouraged to participate in class? How does your professor stimulate/hurt class discussion?
<b>Instructor-Individual Interaction [1,2]</b> Relates to mutual respect and rapport between the instructor and the individual student. Components include: (list of illustrative examples here)*	90	10	Is your professor accessible outside the classroom? If so, why do only a few students utilize office hours? Should your professor do anything to encourage students to use office hours?
<b>Dynamism-Enthusiasm [1,2]</b> Relates to the flair and infectious enthusiasm that comes with confidence, excitement about the subject, and pleasure in teaching. Components include: (list of illustrative examples here)*	90	10	What characteristics about your professor's teaching style do you like most? Why? What could be done to make the learning environment in your class more positive?
<b>Analytic-Synthetic Approach [1,2]</b> Relates to scholarship, with emphasis on breadth, analytic ability, design ability, and conceptual understanding. Also related to confidence as an engineer, problem solving abilities, and conceptual understanding. Components include: (list of illustrative examples here)* <ul style="list-style-type: none"> <li>• as perceived by students</li> <li>• as perceived by Peer</li> </ul>	90 10	10 90	Does your professor use supplemental materials (handouts and cases) to effectively augment the text?
<b>Organization &amp; Clarity [1,2]</b> Relates to skill at presentation, but is subject-related, not student related, and not concerned merely with rhetorical skill, includes concern for course design and course implementation. Components include: (list of illustrative examples here)* <ul style="list-style-type: none"> <li>• Course Design</li> <li>• Course Management</li> <li>• Clarity</li> </ul>	20 80 50	80 20 50	Do you like the organization of the course?
<b>Putting in the Effort</b> Relates to work done to prepare materials, lectures and learning experiences necessary to transform a curriculum design into an effective curriculum experience. Components include: (list of illustrative examples here)*	60	40	Does your professor use supplemental materials (handouts and cases) to effectively augment the text? Are the tests fair? Do they cover all the important material?

<b>Continuous Development</b> Relates to continuing evolution of the curriculum content and process, reflects continuous challenge and revision of the course content and process. Components include: (list of illustrative examples here)*	10	90	
			Compared to other teachers you have had, how would you rate your professor's effectiveness at this point in the quarter? ( <i>Morehead &amp; Shedd comment that their experience with student interviews has lead them to remove this question from their list of questions</i> ).

\*Examples to clarify the issue were read to the student groups at the beginning of discussion of a particular issue.

**REFERENCES:**

1. Way, D.G., *Teaching Evaluation Handbook*, Instructional Support, Cornell University, 1992.
2. Hildbrand, M., Wilson, R.C., Dienst, E.R., *Evaluating University Teaching*, Center for Research and Development in Higher Education, University of California, Berkeley, 1971