IDEA Annotated Bibliography

IDEA Technical documents and Research:

I include these because they are helpful in understanding the IDEA instrument and how it works, and also because they contain detailed reliability and validity data used in the construction of the instrument. The first document, in particular, is invaluable for understanding the conceptual underpinnings of the system. The first twelve pages of it are a capsule history of the development of the original IDEA instrument at Kansas State, and are very readable for laypeople without any particular background in statistics.

The remainder of that document and most of the rest contain detailed technical information on reliability and validity studies (among other things) conducted by IDEA itself, or by people who later became part of IDEA, for the original instrument and for its major revision in the late eighties/early nineties. This information requires some expertise in statistics to parse.

IDEA Technical Report #1: Development of the IDEA Instrument
http://www.theideacenter.org/sites/default/files/techreport-01.pdf

IDEA Technical Report #11: Revising the IDEA System
http://www.theideacenter.org/sites/default/files/techreport-11.pdf

IDEA Technical Report #12: Basic Data for the Revised IDEA System
http://www.theideacenter.org/sites/default/files/techreport-12.pdf

IDEA Research Report #2: Validity of the IDEA System
http://theideacenter.org/sites/default/files/research2.pdf

Studies that use IDEA:

There are a large number of studies that use IDEA in one way or another, usually as a tool to determine the impact of teaching practice or to establish a baseline to compare with some other rating tool or technique. These are a few representative examples.

Anderson M. M., Shelledy D.C. (2013) Predictors of student satisfaction with allied health educational program courses. *Journal of Allied Health*. 42(2): 92-98.
Abstract: http://www.ncbi.nlm.nih.gov/pubmed/23752236

Loftin, L. B. (1993). Factor Analysis of the IDEA Student Rating Instrument for Introductory College Science and Mathematics Courses. [Conference Paper]: Distributed by ERIC Clearinghouse.
Abstract: http://eric.ed.gov/?id=ED366650

Klecker, B. M. (2007). The impact of formative feedback on student learning in an online classroom. Journal of Instructional Psychology, 34, 161-165.
Abstract: http://eric.ed.gov/?id=EJ778785

Research Foundation

The major precepts of IDEA, such as focus on student self-report of learning progress and multidimensionality of instructor goals-are based on research. Where the research is old, I've tried to include an updated study on the same topic.

Student Self-Reporting

Walsh, W.B. (1967) Validity of Self-Report. *Journal of Social Psychology 14*, 18-23

Benton, S. L., Duchon, D. & Pallett, W. H. (2011). Validity of self-report student ratings of instruction. *Assessment & Evaluation in Higher Education. 38*, 377-389.

Multidimensionality of Teaching Objectives

Bloom, B.S.(Ed.) Taxonomy of Educational Objectives: Cognitive Domain. New York: David Mckay 1956.

Chickering, A. W., & Gamson, Z. F. (1987). Seven principles for good practice in undergraduate education. AAHE Bulletin, 39, 3-7.
Linked at: http://www.lonestar.edu/multimedia/SevenPrinciples.pdf

Use in Summative Evaluation

Cashlin. W. and Downey, R. (1992) Using Global Student Rating Items for Summative Evaluation. *Journal of Educational Psychology*, 84 (4), p. 563-572

Studies on Validity

If you eliminate all the studies on reliability and validity done either by IDEA itself, or by individuals that later went on to be involved with the company, not much is left. The below is an independent study on the validity of IDEA in a high school setting.

Hanna, Gerald (1983). Discriminant and Convergent Validity of High School Student Ratings of Instruction.. *Educational and psychological measurement.* , 43 (3), p. 873.

Capsule summary: There is ample peer reviewed literature that supports the conceptual foundations of IDEA (measuring student learning, coding for a controlled number of instructor-identified objectives, etc.). There's also a lot of peer-reviewed literature that uses IDEA as part of a study, usually to establish a baseline against which to measure the effect of changing some teaching technique or competency, with the implicit assumption that IDEA does, in fact, measure student learning. IDEA has a number of very technical documents detailing their own reliability and validity studies.

Studies by third parties not connected to IDEA specifically on issues of reliability and validity of the instrument are not abundant, in all probability because these kinds of studies are hard to do, or because so much of IDEAs own data is openly available that people don't feel the need. This also seems to be the case for the two other major commercial purveyors of student rating instruments, SIR-II and CIEQ. All three systems grew out of initial research by experts in the field of educational measurement, in the case of IDEA, this would primarily be D.P. Hoyts work on measuring instructional effectiveness, which was part of what led to the development of the original IDEA instrument at Kansas State while he was professor there. Many of these publications became IDEA technical reports and research papers when the company became independent.