

# Evaluation of Course and Teaching Impact: Planning

6, August 2019

Park, Mihi (Centre for language studies)

## Upcoming events

- Teaching Award Application opened. (18 August)
- Evidencing Student Learning: an NUS Teaching Academy's Teaching & Learning Club activity on 20 August 2019, 3-5pm, Dewey@ CDTL
- HECC2019 at CDTL (18 November)

## Agenda

- Why we evaluate our teaching?
- Potential methodology
- Student Survey
- Course Portfolio
- Reflection
- Small group discussion

I don't want to become an educational researcher.

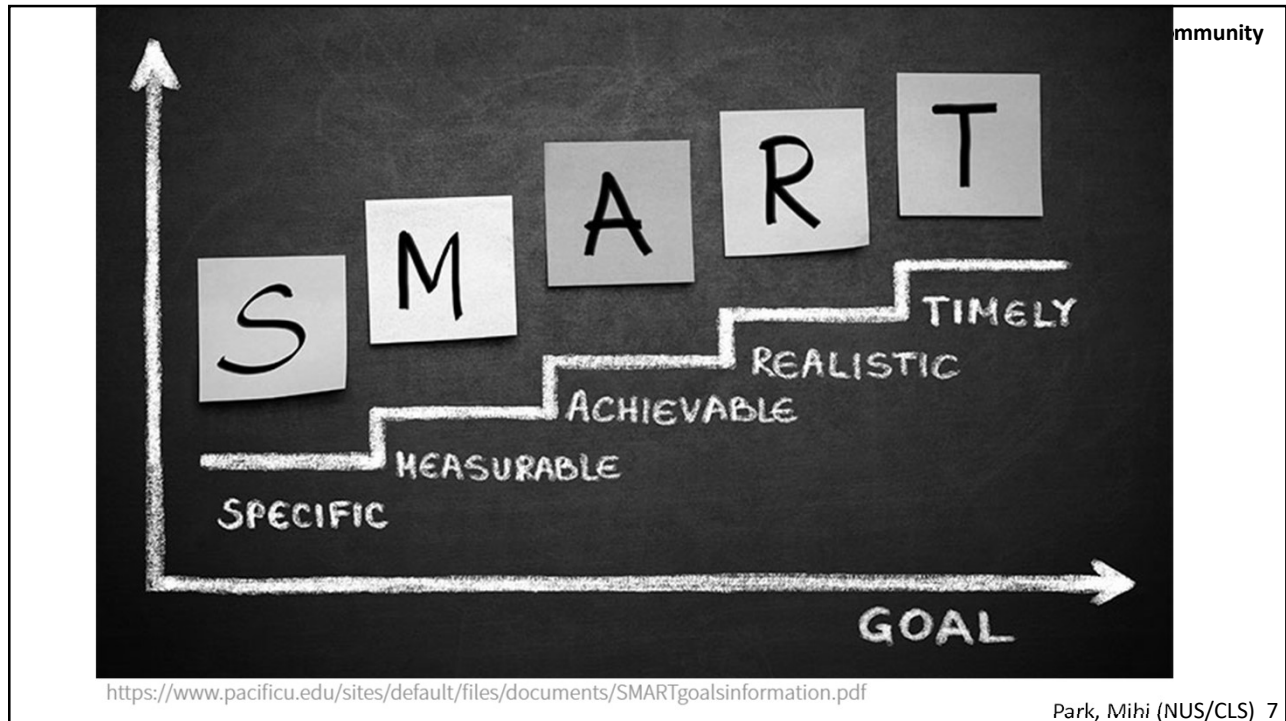
## Why do we want to document/evaluate our teaching?

- Develop our teaching and strengthen the course design, teaching methods, and assessments.
- Showcase your teaching impact in various occasions
- Supporting teaching award application
- Summarizing teaching for annual review
- Highlighting your teaching as part of a promotion and tenure
- Serving as source material for a conference presentation or scholarly publication
- Supporting job application



## How to start documenting our course/ teaching/ evaluation

- Set the course goal
- What does successful completion mean, e.g. knowledge, thinking ability...?
- How to make the goal visible and clear?
- How to evaluate it: (a) student ratings, (b) peer ratings, (c) self-evaluation, (d) videos, (e) student interviews, (f) alumni ratings, (g) employer ratings, (h) administrator ratings, (i) teaching scholarship, (j) teaching awards, (k) learning outcome measures, and (l) teaching portfolios. (Berk, 2005)



FASS Learning Community

## Potential Methodology

- Student survey
- Student discussion
- Student journal
- Peer review
- CDTL review
- Pedagogical talks
- Pedagogical workshops/conferences
- Self-reflection

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## Student Survey

- It is the most influential measure of performance used in promotion and tenure decisions at institutions that emphasize teaching effectiveness. (Berk, 2005)
- A large percentage of faculty in all disciplines exhibit moderately positive attitudes toward the validity of student ratings and their usefulness for improving instruction; however, there's no consensus (Nasser & Fresko, 2002).

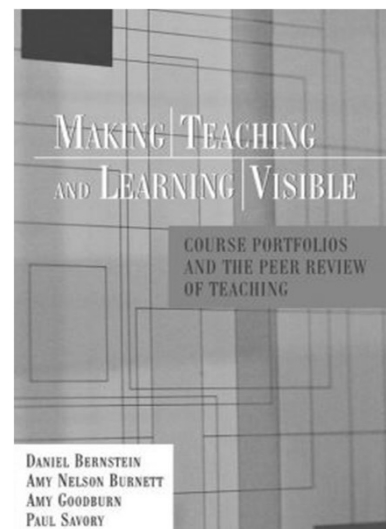
## NUS Student Survey Questions

- The teacher has enhanced my thinking ability. 4.2/5
- The teacher provided timely and useful feedback. 4.2/5
- The teacher has increased my interest in the subject. 4.2/5
- Overall, the teacher is effective. 4.3/5
- The teacher provided me with opportunities to enhance my communication skills.
- The teacher helped me to appreciate the target language culture and to reflect on my own culture.
- The teacher encouraged and taught me skills to learn independently.

## How to design survey and survey questions?

## Making teaching and Learning visible :Course portfolios and the peer review of teaching (2006)

- With higher education's refocus over the last three decades on bringing greater recognition and reward to good teaching, the idea of peer review has gained popularity. One tool for documenting and reflecting on the quality of teaching and student learning is a course portfolio. A course portfolio captures and makes visible the careful, difficult, and intentional scholarly work of planning and teaching a course. Illustrated through examples of course portfolios created during a four-year project on peer review of teaching, this book demonstrates how faculty can integrate well-designed peer review into their daily professional lives, thus improving their teaching by incorporating a means for assessment and collaboration and revealing the student learning that happens with effective teaching within an institutional reward systems.
- This book offers a **model of peer review** intended to help faculty document, assess, reflect on, and improve teaching and student learning through the use of a course portfolio. It features a rich collection of materials—including four dozen exhibits to help assemble a portfolio, reviewers' comments, and reflections drawn from more than 200 professors and portfolio authors in various disciplines and institutions—that faculty can use to develop their course portfolios to be used in their peer review of teaching.



## Some comments on Teaching Portfolio

- I could do better in presenting the materials → eventually it helps to learn the useful skill for conference presentations and publication
- Become more conscious what I am teaching
- Trouble shooting
- Easy to prepare annual review
- Use for promotion and tenure

## Peer Review

- A portfolio review is a reader's written assessment of your portfolio.
- A reviewer could be within the same disciplinary field, or outside it.
- What is reviewed?
  - Intellectual content, e.g. Course material, intellectual coherence of course content, articulation of intellectual goals for learners and congruence of those goals with course content and mission, value or relevance of ideas, knowledge, and skills covered by the course.
  - Quality of teaching practices, e.g. activities, course structures or procedures
  - Quality of student understanding, e.g. performance, evaluation
  - Evidence of reflection and development, e.g. substantive reflection on the achievement of the goals, identification of meaningful relations between teaching practice and student performance

## Peer Review Questions at NUS

1. Preparation for, organization and effectiveness of the classroom activity in achieving the intended learning outcomes.
2. Quality of faculty member's exposition and delivery.
3. Faculty member's knowledge of the subject matter in relation to the content and intended learning outcomes of the module.
4. Degree of student engagement facilitated by the faculty member within the constraints of the class size.
5. Faculty member's ability to show the relevance of the day's topic, its relation to other topics within or outside of the module.
6. Faculty member's ability to encourage students' thinking.
7. Currency and relevance of the teaching materials (textbooks, readings, cases etc.) for the intended learning outcomes.
8. Emphasis on application of knowledge as well as independent thinking and learning in the teaching materials.
9. Usefulness of information technology (IVLE, Internet, software, videos, animations etc.), if applicable.
10. Appropriateness of the continual assessment tasks (essays, tutorials, projects, practical exercises, etc.) and/or final examinations in achieving the intended learning outcomes.
11. Effectiveness of the continual assessment tasks and/or final examination in differentiating students with differing accomplishments.
12. Appropriateness of the assessment tasks in challenging the students to think independently and to apply knowledge effectively.

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## How to interpret findings from survey and peer review?

- All negative comments are negative?
- All positive comments are positive?
- How to make meaning out of quan and qual comments (e.g. score and comments) in NUS student feedback?
- What to do with take-aways?
  - It is always to good to mention what motivated you in (re)designing the course at Annual Review or Portfolio!

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## How to reflect the outcome from survey and peer review?

- Definitely we can do something with it in coming semester.
- BUT do not take up everything. Do it One by One!
- Make clear and explicit statements about it (e.g. new curriculum is based on the reflection)
  - It can be a part of new goal.
- Do NOT throw away the previous feedback. It will provide a wonderful baseline when measure the impact of teaching in the future.

## Group Discussion

- Course Goal
  - What do I want to accomplish?
  - What is it I want my students to know about [SubTopic1], [SubTopic2]....
- Action to achieve the course goal
- Potential Challenges in accomplishing the goal?
- Method to evaluate the outcome
- Timeline