Higher Education Development Centre
Te Wāhanga Whakapakari i Te Whare Wānanga

GUIDELINES FOR THE EVALUATION OF TEACHING

2005

Further copies may be downloaded from the

Higher Education Development Centre website

(http://hedc.otago.ac.nz/evaluation/index.asp)

Table of Contents

Using These Guidelines

The *Guidelines for the Evaluation of Teaching* have been written by the academic staff of the Higher Education Development Centre (HEDC) to provide an introduction to evaluation of teaching and courses, and guidance on the use of evaluation instruments specific to the University of Otago. The guidelines are divided into four parts:

- *Background to the Evaluation of Teaching and Courses* presents a brief theoretical overview of evaluation and a summary of what constitutes good teaching at the University of Otago.

- *Using Students' Experiences to Inform Teaching* considers some evaluation methods which may be used to ascertain an accurate picture of the students we are teaching and some quick and effective classroom evaluation techniques for obtaining a better understanding of students' learning.

- *Higher Education Development Centre Evaluation Instruments* outlines procedures and processes for using HEDC student questionnaires on courses and teaching, a tutor/demonstrator questionnaire for use by team leaders or coordinators, and procedures for peer review of teaching. This part also contains sample forms associated with each of these processes.

- *The Otago Teaching Profile* provides information on preparing a Teaching Profile for the purposes of promotion, progression, confirmation or annual performance appraisal.

A recommended reading list is also included in the *Guidelines*.

The Appendices contain the catalogues of questions associated with each of the three HEDC questionnaires

Significant Changes in 2005

There are only two significant changes in the present edition:

1. The course evaluation questionnaire layout has been altered to be more consistent with the individual teacher questionnaire layout. The questionnaire forms are now optically scanned for data capture. The analysis report has also been aligned with those in use for the individual teacher evaluations: %(1&2), %(3) and %(4&5).

2. The analysis reports provided for the individual teacher evaluations previously included a detailed statistics report as well as the summary data report. The detailed statistics report is no longer being provided automatically with each set of processed evaluations. This report will still be available to staff on request to the HEDC Questionnaires Administrator. Note: it is the summary data report which staff submit for promotion, confirmation or appraisal purposes.

Background to the Evaluation of Teaching and Courses

1. The Parameters of Evaluating Teaching and Courses

2. Effective Teaching at the University of Otago

1. The Parameters of Evaluating Teaching and Courses

Introduction

What is the evaluation of teaching and how do we do it? If we think of evaluation as a form of research into teaching and the courses in which we teach, the different aspects that we must consider will be familiar to us. In this section we:

- look at planning for evaluation;
- identify the various purposes of evaluation and their specific foci;
- examine the timing of different forms of evaluation;
- look at sources of data and methods of collection; and
- address what we should do with the results of the evaluation.

Planning for evaluation

For the purposes of these guidelines we define teaching broadly to include planning activities, the actual interaction with students, and the professional development of the teacher. As part of professional development, evaluation is a natural and on-going aspect of the *process* of teaching. We should regularly evaluate each aspect of this process and use the outcomes to verify or improve what we do. Thinking about evaluation in this way makes it possible to plan a continuous cycle that spans several years, in which various sources of data and methods of evaluation may be tapped and used depending on what is to be evaluated (Figure 1).
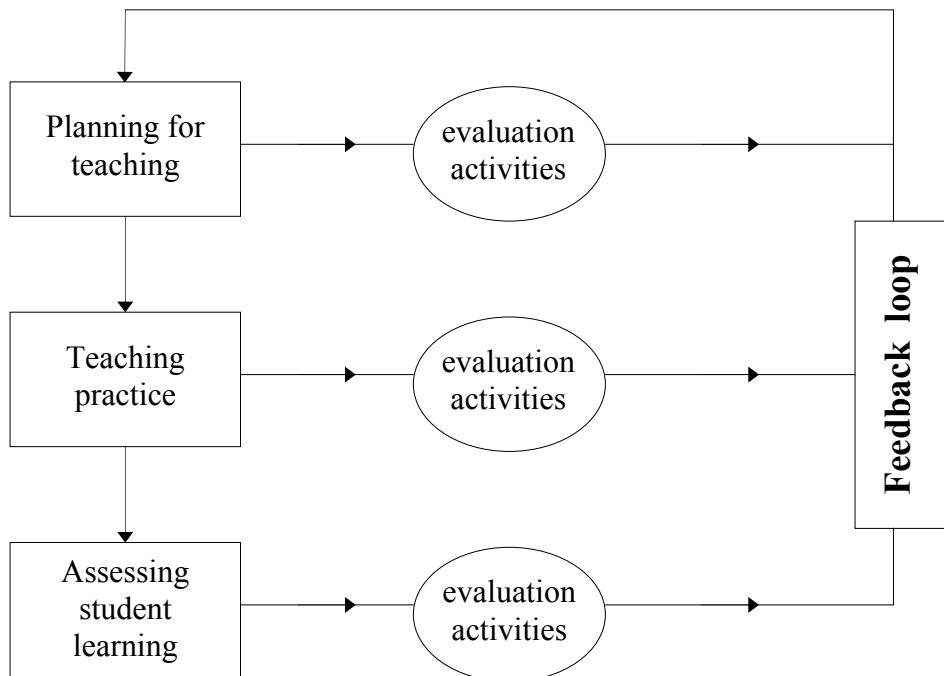
Figure 1. Evaluation as a natural aspect of the process of teaching

The purpose of the evaluation
An essential first step in any evaluation is to address the question:

Why am I evaluating?

Ultimately, the overall aim of any evaluation of teaching and/or course or programme is to improve student learning. However, it is useful to distinguish between *summative* purposes where the results are to be used for making a judgement about an activity (eg pass/fail. Promotion. etc.), and *formative* purposes where the results will contribute to the ongoing development of an activity (Figure 2). Usually, both purposes are combined in a variety of ways to inform us of our teaching and curriculum practices. Sections 9 to 11 of this booklet, on the Otago Teaching Profile, describe how the questionnaire for student evaluation of teaching combines formative and summative purposes.

Planning Evaluation
- Why am I evaluating?
- What is it that I am evaluating?
- When do I evaluate?
- What kind of data do I need to answer my questions?

Data Collection

Summative Aspect

Results

Formative Aspect

Critical Reflection
- What do the data tell me and what should I do about it?

Change to Teaching Practice

Change to Evaluation Practice
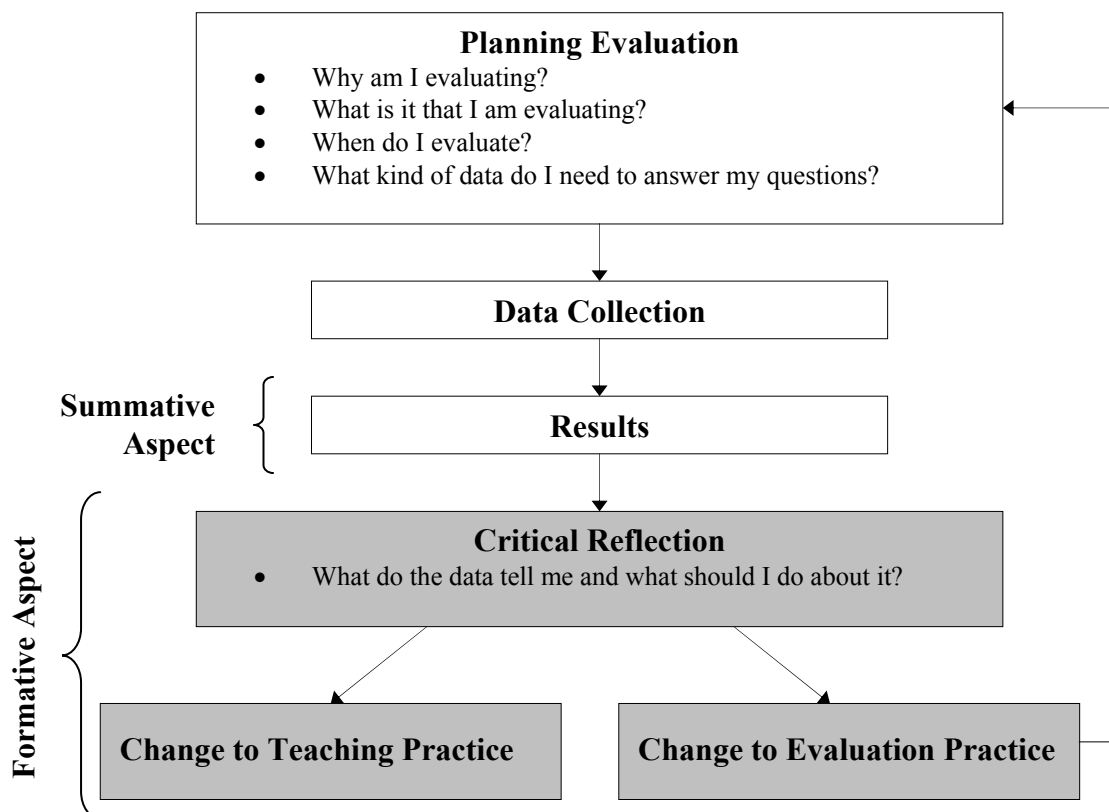
Figure 2. The evaluation cycle

Evaluations for *summative* purposes include those in which the outcomes contribute to school or departmental review, confirmation or promotion processes, performance appraisal, or the collection of data prior to a major revision of a subject or teaching where there is the need for a formal rationale for changes in practice. These evaluations formally address accountability and quality assurance issues so they are designed to provide information on our academic achievements or the competence of our practices. Furthermore, as with good research, the report of the evaluation is likely to include evidence that makes the validity and effectiveness of the evaluation practices transparent.

Evaluations for *formative* purposes provide us with information that guides us as we make ongoing changes to our practices. They include classroom assessment techniques to determine students' understanding of a particular part of the curriculum, diagnostic strategies to provide us with information about students' prior knowledge and/or experience, or the use of strategies that inform us about the effectiveness of a particular approach to teaching. In addition to the immediate improvement of teaching practices and student learning, data from evaluations that address formative purposes can be accumulated to provide a base for critical reflection which may then contribute to review for summative purposes. The Otago Teaching Profile is a case in point (see Sections 9 to 11 of this booklet).

Whether the evaluation is to be summative or formative we must also address the specific focus of the evaluation — what it is about our teaching that most interests us or is of most concern to us:

What is it that I am evaluating?

Are we evaluating to provide information about:

- students' experiences of the subject — in terms of their learning, or satisfaction with the subject?
- our teaching performance?
- the design of the course or segment of teaching?
- or a mix of the above?

The timing of the evaluation
Once we have chosen the purpose and specific focus we need to address the question:

When do I evaluate?

The purpose of evaluation dictates when it will be carried out. For instance, it is more likely that evaluating for summative purposes will take place at the end of a course or section of teaching. In this case the purpose of evaluation is to provide information on the quality of teaching and to identify action needed before the course is taught again. An example of this kind of evaluation is using the teaching performance questionnaire to elicit students' perceptions.

Evaluation at the beginning of a course or section of teaching is more likely to be carried out for diagnostic purposes. For example, good teaching is grounded on having some knowledge of students' prior experiences, such as the proportion of students for whom English is a second language, or who are returning to study after a time in the workforce. This kind of information allows teaching staff to tailor examples of the subject to their experience or to seek illustrative examples from them, and is therefore formative.

Evaluation during the course will inform you of a variety of different aspects of the course or your teaching. This kind of evaluation need only take a few minutes of teaching time but can provide a wealth of useful data that may raise issues as they develop and before they become problems. Teaching staff may then focus on students' understanding of an aspect of the curriculum, their response to the teacher's style or method, or students' perceptions of upcoming assessment. A number of classroom assessment techniques are outlined in Section 4.

Sources of data and methods of collection
Before exploring a specific method for evaluation, it is worthwhile determining the kind of data that will be most useful, and the source of such data.

What kind of data do I need to answer my questions?

If you simply wish to measure the quality or impact of teaching, then quantitative data may be sufficient for this purpose. If you wish to understand a situation in more detail, then it may be more useful to seek qualitative data. Quantitative and qualitative data can also be combined by, for example, adding some open-ended questions to a questionnaire which uses rating scales for most questions.

If you are evaluating for more formal or summative purposes then (as in all good research) data should be obtained from more than one source. Such sources are likely to be students' perceptions of teaching and courses, other members of the teaching team, other colleagues or university staff, course documentation, and your own teaching notes and observations. Another source of data that is often neglected is the results of students' assessment, especially if linked to achievement of the course objectives.

When evaluating teaching and courses, teachers routinely use a variety of methods of data collection. The method you select depends on the questions posed and the kind of data you require. One of the most common instruments is a questionnaire to generate students' perceptions of teaching. However, students' perceptions can also be collected through the use of focus groups, meetings with class representatives, or informal discussions with the class. Likewise, peer review of teaching can be conducted in several ways depending on the purpose of the evaluation. Sections 3 to 8 of these guidelines provide information on a number of evaluation methods.

The outcomes of evaluation
Evaluation is only useful if the results are acted upon.

What do the data tell us and what should we do about it?

Responding to this question is one of the most crucial and most often neglected facets of evaluation. A first step may be to critically reflect upon the information – what does it communicate about the evaluation? Were there any surprises? What can be learnt from the data? This aspect of evaluation is further addressed in the material on self-evaluation in Section 11.

Decisions need to be made about priorities – what should be responded to immediately and what may be left until later. There is also a need to identify what can be changed without consultation and what needs input from others. The results of evaluation and any plans ensuing from it should be communicated back to those who generated the original data. While feedback may be given on summative evaluation, it is especially important that the results of formative evaluation are shared with students. This kind of feedback loop motivates further communication, giving students and peers a sense of involvement and some understanding of the issues faced by teaching staff.

2. Effective Teaching at the University of Otago

Introduction

Effective teaching is teaching which promotes high quality student learning. The *Teaching and Learning Plan, 2002* describes six dimensions of quality learning at the University of Otago (Figure 3). As teachers, we need to think carefully about the kinds of learning we expect from our students and the ways in which we can assist our students to achieve that learning. Because the interaction between teaching and learning is a dynamic and complex one, effective teaching can take a number of forms, and will be influenced by such factors as our personal beliefs about teaching and learning, the abilities and characteristics of our students, and the particular context in which we are teaching. There is an extensive literature on effective university teaching and some key references are provided at the end of these guidelines.

Disciplinary and interdisciplinary knowledge, skills and attitudes

The University of Otago promotes quality learning through the acquisition of knowledge, the development of skills and the synthesis of attitudes. Quality learning within specific disciplines and across traditional disciplinary boundaries assists learners to apply what they have learned to practical situations now and in the future. Oral and written communication skills and the ability to collaborate effectively are vital.

Understanding

Quality learners at the University of Otago demonstrate conceptual understanding as well as subject knowledge. Conceptual understanding enables learners to engage in rigorous intellectual analysis, criticism and problem-solving and to apply knowledge and skills creatively in current and new contexts.

Research informed learning

Quality learners at the University of Otago are informed by original research and scholarship; they are encouraged to recognise the insights offered by current research and to value the example set by their research-informed teachers.

International perspectives

Quality learning at the University of Otago encourages international awareness and understanding, recognition of what is common across diverse cultures and to participate in globalisation of study, research and employment.

Ethical and social awareness

The University of Otago calls on quality learners to evaluate and debate the ethical, social and community implications of the knowledge, skills and attitudes they have acquired so that they are informed in their opinions and in their ethical values.

Lifelong learning

Quality learning at the University of Otago emphasises lifelong learning. Lifelong learning is central to the Mission of the University. Lifelong learners are independent learners able to adapt to rapid change, to tolerate uncertainty and to be open to new ideas. Lifelong learners love learning, are eager to invest time and energy in continuing study and to apply their knowledge, skills and attitudes in the interests of society.

Figure 3.   *Six dimensions of quality learning at the University of Otago (from Teaching and Learning Plan, 2002).*

Criteria for effective teaching
During 1999, as part of the consultation process associated with the development of a new system of evaluation of teaching, reference groups consisting of respected and experienced university teaching staff from a variety of disciplines were asked by HEDC to develop criteria for effective teaching in each of the following modes:

- Large class teaching including lecturing;
- Small group teaching including tutoring, case-based and problem-based teaching;
- Practice-based teaching including laboratory and field-based teaching;
- Performance-based teaching including areas such as Music, Dance, Design and Drama;
- Clinical teaching including areas such as Dentistry, Physiotherapy and Clinical Psychology;
- Clinical teaching in the Faculty of Medicine;
- Distance and Web-based teaching;
- Postgraduate supervision.

The criteria developed by the reference groups are presented under three headings: Planning for Teaching, Teaching Practice, and Professional Development.

Planning for teaching
Planning is an essential element of effective teaching and has a number of dimensions. It involves formulating clear learning objectives which are informed by current scholarship, and by personal experience, values and beliefs. Course content and assessment should be designed to meet these objectives. This entails setting realistic workload and performance expectations for students, establishing explicit criteria for performance and employing assessment strategies which recognise and accommodate a variety of learning approaches and goals. Effective planning also takes account of the mode of teaching as well as the aspirations, abilities, experiences and interests of students.

Developing resources that help to achieve learning goals is an equally important part of the planning process. Teaching and learning resources may include notes, audiovisual aids and web-based materials as well as student activities. Since the role of resources is to foster and support the learning process they should be designed to encourage active and independent learning, and to cater for the different ways in which students learn. If possible, activities should be related to students' prior experiences and should provide opportunities for students to engage in self-reflection. Activities should also be used to target the development of lifelong learning skills such as teamwork, critical thinking and oral and written communication.

For a number of staff, planning for teaching may involve such additional dimensions as developing new courses, collaborating with colleagues and other professionals, coordinating teaching teams, organising and preparing teaching facilities, and making arrangements for practical sessions. A particular kind of planning is required for postgraduate supervision since this type of teaching involves both high-level academic input and a large degree of practical and 'pastoral' type care. Postgraduate supervisors need to be sensitive to cultural, political or gender issues relating to the research topic or candidate. Regular formal supervision meetings should be arranged where the student is guaranteed uninterrupted individual attention. Supervisors will also need to be prepared to arrange assistance when difficulties arise and to make provision for alternative supervision during periods of extended absence from the University.

Teaching practice

All good teaching practice begins with the creation of an effective working relationship between the teacher and the students. It involves balancing the effective implementation of planned teaching and assessment activities with a dynamic interaction with students. Good teaching also requires the creation of an environment conducive to learning which is appropriate both to the context of the relevant discipline and to the particular mode of teaching. The specific criteria each reference group considered important for effective teaching practice in their mode are listed at the end of this section.

The work of the reference groups revealed some elements of effective teaching which are pertinent to all the modes of teaching investigated. These include current knowledge of the discipline and the recognition that students have different characteristics, levels of ability and learning styles. The clear explanation of the performance criteria and the expected aims and outcomes of a given course is important to effective teaching, as is careful attention to the quality and timing of feedback provided to students. Allowance for interaction, both between students and the teacher, and between students themselves, is a further hallmark of good teaching. Effective university teachers also recognise the value of the research which informs their teaching and take every opportunity to encourage students to share that view. As well as stressing the value of research and knowledge, teachers have a responsibility to model high professional standards and ethical awareness within their discipline, and to foster safe physical and intellectual learning environments.

Professional development

In order to achieve the goal of promoting high quality student learning, teaching needs to be supported by the regular and ongoing professional development of the teacher. As with planning for teaching and teaching practice, this may take a number of forms. It should include the use of various forms of evaluation, as outlined in these guidelines, for example, a willingness to act upon feedback from students and peers, and a willingness to respond to changing student expectations, characteristics, values and attitudes. It might also consist of keeping abreast of current developments in teaching and learning in one's discipline or profession, and attempting to incorporate these into teaching activities where appropriate. Research relating to one's own practice or students, participation in staff development activities such as seminars, conferences and workshops, and facilitation of the professional development of others through mentoring, publications in teaching literature and collaboration with colleagues within and outside of one's discipline are further valuable forms of development and learning about teaching.

Conclusions from Reference Groups to Define Criteria for Effective University Teaching , 1999: Teaching Practice

Large class teaching including lecturing

Teaching practice in this mode involves:

- Well defined purposes aims and objectives for each lecture;

- Clarity of visual and verbal presentation;

- Appropriate speed and delivery in light of the context and content, and the characteristics of the students;

- The ability to show interest and an infectious enthusiasm for the subject;

- Willingness to interact with students through such methods as eye contact, maintenance of class "control", a personable manner, appropriate body language, and reduction of physical barriers;

- A sound lecture structure involving the effective execution of presentation, the clear demonstration of purpose and aims, and the use of lecture structures appropriate to the material and the students;

- Use of audio-visual aids, especially involving the correct use of equipment, appropriate backup systems, and the suitable choice and effective use of the technology;

- Effective use of questions and discussion when appropriate.

Small group teaching including tutoring, case-based and problem-based teaching

Teaching practice in this mode involves:

- Content and teaching which is informed by research in the discipline;

- Knowledge of and research into teaching and learning;

- The active participation of students in teaching and learning activities;

- Fostering independent learning;

- Creating and maintaining a challenging yet non-threatening learning environment;

- Setting clear objectives which are appropriate to intended learning outcomes;

- Appropriate assessment.

Practice-based teaching including laboratory and field-based teaching

Teaching practice in this mode involves:

- Flexible and effective application of knowledge and skills;

- Expert and clear demonstration of skills;

- Sensitivity to variation in students' understanding;

- Awareness of and building on students' previous learning;

- Taking account of and integrating knowledge and skills taught in related courses;

- Relating practical work to students' experiences and anticipated professional standards;

- Clear communication of core requirements;

- Integration of cultural and philosophical values and their embedding in the medium of wairua;

- Ensuring students develop necessary practical skills;

- Providing substantial opportunity for hands-on experience;

- Using assessment to build confidence and competence;

- Assessing a full range of skills;

- Explaining assessment expectations clearly;

- Allowing for and managing peer assessment;

- Teaching effective time management skills;

- Creating a safe environment and continually monitoring the environment for safety issues;

- Sensitivity to ethical and cultural issues;

- Communication of legal requirements as applied to the discipline.

Performance-based teaching including areas such as Music, Dance, Design and Drama

Teaching practice in this mode involves:

- Building trust and cooperation with students and colleagues;

- Allowing productive, multifaceted engagement, dialogue and discussion;

- Demonstrating a variety of teaching methods employing flexibility to student responses;

- Understanding and applying the psychology of education;

- Observing the performing process;

- Recognising the formative elements of performance preparation;

- Recognising the summative performance product;

- Operating safe and ethical practices;

- Recognising ethical issues in relation to the performer and the audience;

- Demonstrating new understandings through research;

- Leading by creating an open climate for learning.

Clinical teaching including areas such as Dentistry, Physiotherapy and Clinical Psychology

Teaching practice in this mode involves:

- Competent use of the clinical process;

- Demonstrating ethical, social and culturally appropriate practice;

- Providing a safe environment;

- Clarifying expectations of professional behaviour;

- Catering for student diversity in learning style, confidence, culture and competence;

- Giving clear, constructive, ongoing and timely feedback;

- Demonstrating positive interpersonal relations;

- Relating theory to practice;

- Encouraging independent learning;

- Using evidence-based practice;

- Encouraging students' critical thinking skills;

- Applying strategies for conflict resolution.

Clinical teaching in the Faculty of Medicine

The good medical teacher:

- Is knowledgeable and skilful;

- Has accepted professional qualifications and standing;

- Demonstrates enthusiasm;

- Encourages and facilitates student participation;

- Recognises and caters for students' learning styles, personality and backgrounds;

- Adapts teaching to students' understanding;

- Treats students with respect;

- Motivates students individually and as part of a team;

- Models professional behaviour and attitudes, including self-care;

- Is adaptable in teaching;

- Can teach under stress;

- Can teach using intimate and personal material in a sensitive way;

- Can balance the needs of the student with those of the patient;

- Makes informed links to other components of the medical teaching programme;

- Accepts feedback and criticism;

- Is approachable by students;

- Uses course objectives consistent with assessment procedures;

- Sets clear expectations.

Distance and Web-based teaching

Teaching practice in this mode involves:

- Construction and use of student-centred learning materials;

- Provision of interactive teaching;

- Application of effective and appropriate technologies;

- Knowledge of, and response to, various student learning styles;

- Encouraging student participation in a wide range of learning activities;

- Application of appropriate assessment strategies to suit students' circumstances and intended learning outcomes;

- Provision of timely, constructive and effective feedback;

- The use of appropriate foci and examples for discussion to illustrate ethical and social issues;

- Responsive awareness to students' specific social and cultural backgrounds;

- Awareness of current issues and developments in open and distance teaching and in the subject area;

- High standards of teaching and professional practice;

- Mentoring other students and staff involved in distance and web-based teaching.

Postgraduate supervision

The good postgraduate supervisor:

- Helps integrate the candidates into academic life;

- Provides a collaborative research environment;

- Conducts meetings in a constructive manner;

- Is sensitive to cultural and gender issues relating to the research topic and/or the candidate;

- Is available to provide assistance (within reasonable times);

- Encourages independent learning;

- Provides full, prompt, honest and informative feedback;

- Is conversant with the literature on the candidate's topic;

- Provides well-informed guidance on research practice;

- Accepts that the candidate's level of knowledge will exceed that of the supervisor;

- Arranges alternative supervision if necessary.

Using Students' Experiences to Inform Teaching

3. Establishing the Context of Teaching

4. Feedback from the Classroom

3. Establishing the Context of Teaching

Introduction

One characteristic of good teaching is that we provide opportunities for students to engage on a personal level with what we teach. For instance, we may use examples relevant to their experience or call on them to develop examples that illustrate the principles we are teaching. In order to best encourage such engagement we need to be aware of the characteristics of our students. In this section we describe two approaches that will help us to discover who our students are and what they expect. The 'expectations' exercise overleaf allows us to negotiate formal expectations in our courses. Both exercises provide data which can be collated and used to reflect upon our teaching.

Who are our students?

We can only provide students with learning experiences that are relevant to them if we know a little about their previous experiences and situation - what is the ethnic and/or gender mix of the class, how many of the students are school leavers, did they come from rural areas or from suburbia, have they had prior work experience and if so, what was it, and so on. We need to understand all these matters before we can properly interpret the feedback the students give us when they evaluate our teaching and courses.

Process

We can gather background information about our students in several ways. At a more general level, demographic data pertaining to student enrolment is collected every year by the University and the results are provided to each department. For more specific information we can ask our students about their background using a short questionnaire at the beginning of the course.

Alternatively, we can obtain information by way of a brief writing task. We can ask students to write a one paragraph autobiography that includes things that they want us to know about themselves. It may be useful to provide them with a few items that you would like them to address, such as previous work experiences, sports interests or hobbies. It may also be helpful to model this exercise by providing them with a brief paragraph about ourselves. They should be informed about how the information is to be used. One approach to this task would be to provide each student with a single A4 sheet of paper and head it with an introduction that gives them a question to address and the purpose to which the information will be put - for example:

– What background/experiences do you bring to this subject?

– The purpose of this exercise is to provide the teaching team with information that will enable them to develop teaching materials that are relevant to your previous experiences.

Please note that given the personal nature of these tasks you should indicate that students may choose not to participate if they so wish and that the data is to be collected anonymously. They should also be instructed only to divulge information that they are willing to share about themselves.

Analyses
What is the demographic 'makeup' of the class?

Reflection and Action
Were there any surprises? Are your teaching materials sufficiently inclusive of the diversity of experiences that you have found? What more can you do to make your teaching relevant to your students' experiences?

What do our students expect of our courses/teaching?
Expectations shape how we respond to a learning situation. The following exercise can be used very successfully with individuals, small groups or quite large classes. It can also be used in an on-line learning environment. It gives us information about our students' expectations but it also provides the students with important information about their learning environment.

Process
There are four stages to the exercise and it will take about an hour. This may seem a big chunk of class time but the time it saves in explaining subsequent misunderstandings is well worth the effort. It is important to record the responses to the different stages so that we can summarise the results.

1. Generating expectations
Ask the students to respond individually to three questions:

- What are my expectations of the teaching team?
- What are my expectations of my peers?
- What are my expectations of myself?

While students are writing their answers, we (members of the teaching team) should complete the same exercise ourselves.

2. Prioritising expectations
In groups of four (in lecture theatres get pairs to work with a pair below them) ask the students to prioritise their expectations for the first and second questions (they can prioritise their expectations for the third question themselves) and choose a reporter.

3. Collecting expectations
Meanwhile divide a whiteboard or OHT into two halves. Label one side "expectations of the teaching team" and the other, "expectations of peers" (Figure 4). Then do a round of each group asking them to report back the expectation that they gave highest priority for the teaching team. Instruct groups not to duplicate their responses. If their first expectation has been stated they may move on to the next one. Write the expectations on the white board or OHT under the appropriate heading. Complete the round and if the expectations are not exhausted do a further round. Even in a large class you will not need to do more than one or two rounds to complete the exercise. Use the same process with question B.

Once you have completed recording the students' expectations, use the same process with the teaching team until their expectations have been exhausted.

Expectations of Teaching	Expectations of Peers
1. You don't go too fast. 2. 3.	1. They keep the noise to a minimum. 2. 3.

Figure 4. Example of an OHT for collecting staff and student expectations

4. Negotiating what's possible

Ask the students in their groups to examine the teaching team's expectations of the students and discuss what is possible for them. Similarly, ask the teaching team to indicate what is possible for them and what cannot be accommodated. Exchange comments and indicate a) the areas that are non-negotiable, and b) those where there might be some flexibility.

By the end of this exercise you will have communicated many of the goals and objectives of the course and you will understand the ways in which students are thinking about it. It is important that a copy of the summarised expectations are distributed to all students and your colleagues who are teaching in the course. In addition to the information you have gained about the students, the document makes a useful informal agreement about course ground rules.

Analyses
Examine the results of the exercise.

Reflection and Action
Are there any expectations that you did not anticipate? How will these expectations affect the way in which you teach? What strategies should you put in place to respond to/counter unrealistic expectations?

4. Feedback from the Classroom

Introduction
Research shows that there is a direct relation between students' learning experiences of a learning situation, what they learn and how they go about learning in that situation. For example, if students are set an assessment task that requires rote memorisation of facts, they will respond by reproducing those facts. The content of this section is premised on the idea that staff can improve their teaching by gaining information about the students' experiences of the learning situation, what it is that they are learning, and how they are going about it.

One of the most important sources of information about what students are learning can be obtained directly from the teaching situation. The techniques described here are aimed at finding out what students have understood in terms of ideas or concepts about a given topic. They are designed to provide information that can be gathered in a few minutes and that can be used almost immediately to make relevant changes in the class. They are simple and easy to prepare and use, and the data obtained are relatively quick and easy to analyse. Some examples are provided here. If you want a more detailed description of these techniques you will find Cross and Angelo (1988) helpful (see Recommended Reading). Try these techniques out on yourself before you use them in your teaching. This way you will be able to structure them so that they are clear for the students to follow. It is also important to use the techniques sparingly rather than regularly and to introduce variety.

One-minute papers
One-minute papers are a quick and effective technique that can provide a variety of information about your students' learning.

Process
Stop the class a few minutes before its scheduled ending and pass out small index cards or half an A4 sheet of paper. Indicate that the exercise is anonymous (ie no names are required) and that you will give them some feedback about the exercise next time you see them. Ask the students to do <u>one</u> of the following:

- summarise the given topic in a single sentence and pass it in.
- write down the most important thing you learned today.
- write out the main theme of today's lecture.
- identify a question or questions about the topic that remain unanswered.
- summarise the three most important ideas that emerged from today's lecture.
- indicate the main issue arising from ….

Ask students to pass in the cards or papers before they leave.

Analysis
If the class is sufficiently small, simply tabulate the main answers in a form that students will understand. If it is a large class, make a random selection of a proportion of the answers for the purposes of analysis.

Reflection and Action
What did you learn from the data? What surprises did the data throw up?
Why were you surprised? How will you use the information in your teaching? What will you tell your students?

Concept maps

Concept maps take a little longer than one-minute papers. Concept maps are diagrammatic representations of the main parts and relations of a given topic. They are best used in situations with a high degree of theoretical content. They indicate the degree to which the students' understandings correspond with the 'authorised' version if this is what you require. They can be used to evaluate students' understandings of a topic and/or as an assessment item and they also form a very good revision tool for students. Students will find this task difficult to complete in the first instance so you may wish to do it with them. Alternatively, you could provide a parallel example and ask them to use the following process on the topic you are teaching. By producing a concept map yourself, you will have a useful guide to compare with the students' maps.

Process

Identify a teaching situation where the information from a concept map may be of use to you and the students. Prepare a 'master' concept map yourself. Have students brainstorm and write down terms, ideas and/or short phrases that they associate with the topic or concept to be mapped. Have them place the name of the topic in the centre of an A4 page and then place the terms and phrases around it in an appropriate relation. Finally, get the students to use active verbs to describe the relations between the concepts. Figure 5 presents an example concept map.

Figure 5. An example concept map
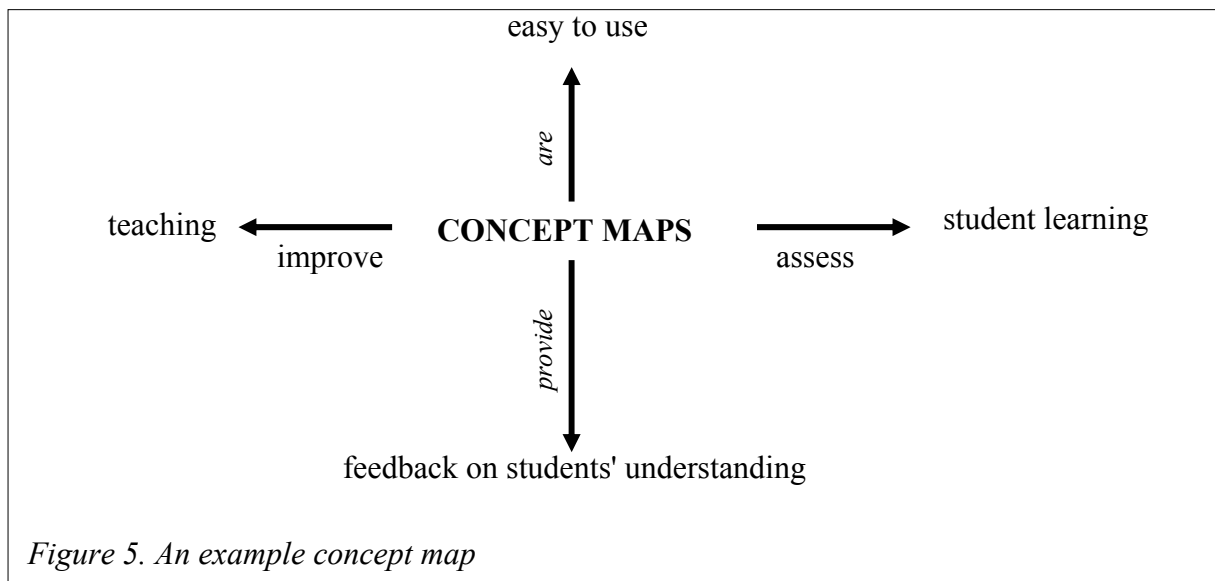
If you are using concept maps to obtain feedback about students' understandings you will need to collect them in. In this case it may be useful for the students if you provided a handout either on the day or when you next meet them indicating how you conceptualised the map.

Analysis

Compare the students' maps with your map. What terms have they identified? What kinds of relations have they made? How do their relations differ from yours? Are there any 'wrong' conceptions of the topic? What percentage of the class produced 'wrong' conceptions?

Reflection and Action
How are the students thinking about this topic? Are there any surprising responses? How does their thinking correspond to your teaching? How could you teach the topic differently in order to enhance their understanding?

Within a group of people who have been taught in a similar way there will be variations in understanding. Concept maps provide a pattern of the variation that you can use in your teaching. You can anticipate how students will understand difficult theoretical ideas and challenge the misconceptions.

Process analysis
Sometimes it may be useful to discover how students approach a particular aspect of their academic work. This technique provides you (and the students) with detailed information about their approach to study or an assignment, such as essays, lab reports, or problem solving activities. It is particularly useful if the process itself is something that students must know well. The exercise may be used as a separate activity or it can form part of the assignment itself, in which case marks be awarded for its completion.

Process
Select an assignment and prepare a master that records the process you would use in completing the assignment. Ask students to keep a record of the steps they take as they complete the assignment and the way in which the steps help them complete the task. Provide the students with information about the kind of report you require, what it should include, how long it should be, the level of detail, marks to be awarded (if any), etc.

Analysis
It is advisable to separate the assignment from the process analysis so mark the assignments first and then examine the process analysis. Compare the analyses with your master. What is similar? What differs? What is the variation? Are patterns of variation evident?

Reflection and Action
Are there any surprises in the data? How do the individual process reports compare with the accompanying assignments? How can you use the results of your analysis in your teaching? Have students talk about the processes they used and explore what they learned from the analysis.

Feedback from assessment
Another source of data about learning is students' responses to assessment items (term assignments or examination papers). If the class is large, randomly select a manageable sample that you can examine in depth. You will need to prepare a master that addresses the criteria you were using for marking.   A list of concepts and knowledge you consider essential is also useful in deciding if the students have achieved what you intended.

Analysis
How did the students understand the task? How were they similar or different to your master? What was the nature of the variation? Did the differences show any patterns? Were there any surprises? What misconceptions were evident in the data?

<u>Reflection and Action</u>
Is there any relation between students' misconceptions and the way in which you taught that topic? What might you do differently?

Evaluating students' learning
The techniques described in this section comprise a small selection of useful ways to find out what and how students are learning. What is important is that, after one such technique has been used, students are informed of the ways in which their teachers intend to respond to what was found in the data. They are probably not able to comment on the currency of teacher knowledge or its appropriateness for the level of teaching.

As evidence of good teaching you should refer to your evaluative activities in the self-evaluation statement of your Otago Teaching Profile. The record of the results and your subsequent actions also form a legitimate component of the on-call documents of your Teaching Profile (see Sections 9 to 11 of these guidelines).

Higher Education Development Centre Evaluation Instruments

5. Student Evaluations of Teachers

6. Student Evaluations of Courses

7. Tutor/Demonstrator Evaluations of Coordinators and Team Leaders

8. Peer Review of Teaching

5. Student Evaluations of Teachers

Introduction

This section provides information on the procedure for using the *Student Questionnaire to Evaluate an Individual Teacher*. Sample forms associated with the process are supplied at the end of the section. Appendix 1 contains the instructions and bank of questions for the *Student Questionnaire to Evaluate an Individual Teacher*.

Students' perceptions are an extremely valuable source of information in the evaluation of teaching. However, it is important to distinguish between the kinds of information that they can provide and that which is beyond their experience. For example, they can comment on the way in which lectures are structured, the organisation of small group teaching, the clarity of teachers' explanations and the timeliness and effectiveness of feedback about assessment. They are probably not able to comment on the currency of our knowledge or its appropriateness for the level of teaching. These aspects of teaching may be better left for peer review.

Over-surveying of students at the University is a concern. In Section 6b of the *Academic Staff Promotions Policy, March 2005* it is stated that:

> *It is expected that evaluations will be provided for all significant teaching responsibilities. However, to avoid overloading students with teaching evaluations it is recommended that staff conduct evaluation of only one third of the papers taught each year.*

It is important to recognise that students will be more interested in completing questionnaires if they are confident that improvements will result from their efforts. Complaints of excessive surveying are less likely if students are aware of, and sympathetic to, the purpose of the evaluation.

The Questionnaire

The questionnaire for surveying individual teaching performance replaced the old six item standard questionnaire in 2001. The questionnaire now consists of ten questions. The first five questions are compulsory and will be included automatically in the questionnaire. (The five questions were 2 to 6 in the old standard questionnaire.) The other five questions are to be chosen from a bank of 45 questions so that questionnaires are customised to your teaching situation. The questionnaire also provides the option of a photo of the teacher on the survey forms, for when the students might be uncertain about your identity. The photo is drawn from the database of staff I.D.s. A photo will only be used if you sign the appropriate space on the request form (see Point 3 below).

The presentation of data derived from the questionnaire was also changed in 2001. The primary method of representing student ratings is now the *Evaluations of Teaching: Summary Data Sheet* (see the sample sheets at the end of this section). This shows all the teacher's courses which have been evaluated for each year, and will be automatically updated by HEDC whenever a new evaluation is carried out. Summaries of ratings using the old six item standard questionnaire, prior to 2001, may be obtained from HEDC. Also available to staff is a second report with a more detailed breakdown of their results. In 2005 this detailed statistics report will no longer be provided automatically with each set of evaluations processed. It will still be available to staff but only on request to the HEDC Questionnaires Administrator.

The *Evaluations of Teaching: Summary Data Sheet* may be supported by the *Context Form for Evaluations of Teaching* (see sample sheets) for use when results are to be submitted for promotion, progression, confirmation or annual performance appraisal purposes. The context form is optional but provides additional information on the circumstances of each course surveyed.   Blank forms are available within the Human Resources site on the University of Otago Website at http://www.otago.ac.nz/humanresources under Human Resources policies, or on the HEDC site at http://hedc.otago.ac.nz/evaluation/index.asp (click on Otago Teaching Profile (with forms for download) on left of screen). More information on preparing an Otago Teaching Profile for promotion, progression, confirmation or appraisal is available in Sections 9 to 11 of these guidelines.

Procedures for using the Student Questionnaire to Evaluate an Individual Teacher
1. Obtain a *Request Form for a Student Questionnaire to Evaluate an Individual Teacher*. Request forms are available from the HEDC Questionnaires Administrator (Extn 7581, or email joanne.kennedy@stonebow.otago.ac.nz) or may be downloaded from the HEDC website (http://hedc.otago.ac.nz/evaluation/index.asp). A completed example of this form is shown in the sample forms at the end of this section, along with the questionnaire which results from this request. Departments may wish to keep a supply of request forms for teaching evaluation questionnaires in their departmental office. Do not reuse old questionnaires – a new questionnaire master <u>must</u> be set up for each individual survey (with a unique ID number). This ensures that they are properly prepared, labelled and stored on our computer for the subsequent analysis of responses.

2. Referring to the instructions on the request form and catalogue of questions in Appendix 1, select five additional questions appropriate to your teaching situation and evaluation needs for the customised part of the questionnaire. It is important that you give some thought to the choice of the additional questions. Consideration should be given to the mode of teaching, and the issues which were important to you in planning your teaching. You should also review the questions you have chosen in the past and how students responded, especially if you are seeking to show an improvement in a particular area.

3. Carefully fill in the *Request for a Student Questionnaire to Evaluate an Individual Teacher* form. If there is likely to be any doubt about the students knowing who you are, you should sign the 'Show I.D. photo on form' optional item and provide your Username so that your I.D. photo can be released to HEDC. Be sure to identify your mode of teaching in this course — it will appear on the Summary Data Sheet. You may use up to three modes if necessary, for example 'Lectures', 'Tutorials' and 'Practicals'. Very occasionally a student will use the anonymity of the survey to write comments which are sexually or racially offensive and unrelated to any teaching issue. It is HEDC's policy to return to the teacher all the forms the students have completed without any screening of comments but if you ask us on the request form to screen the written comments for extremely abusive remarks unrelated to teaching, we will do so. Checking the comments on each form may delay processing of your questionnaire.

4. Send the completed request form to the HEDC Questionnaire Administrator. Please return the request form at least five working days before the date you wish to run the survey. No guarantee can be given to produce the questionnaire with less notice because there is nearly always a queue of request forms for processing. You will be sent a master copy of your questionnaire, which you should check, together with an instruction sheet and pre-addressed return envelope(s). You will then need to make sufficient photocopies from this master to be able to give one to each student in your class. It is very important that the four guide marks at the corners of the master appear on all photocopies because

the forms will be optically scanned to capture the data. Please do not use coloured paper, reduce the page in size or staple the questionnaires.

5. Select a class session in which to administer the questionnaire. Aim for a session where you would expect attendance to be average or above average, but not one involving a test or other stressful activity. It is worth asking the students a few days before your survey if there are other factors which might affect attendance, such as a test in another paper.

6. Allow about ten minutes at the end of a class session for the questionnaire to be distributed, filled in, and collected.

7. If you wish, you may tell the students that you would like their comments on your teaching and that they may use the back of the form for this. If you have only taught part of the course, please emphasise that they are asked to comment on *your* teaching only. In addition, please ask the students not to fold the questionnaires – folding may render them unusable with the optical scanner and unfolding them is very time-consuming. Point out that ambiguous responses (more than one circle filled in or area marked between the circles) will be considered invalid and recorded as nil responses.

8. Ask one student (perhaps the class representative) to collect the completed questionnaires, seal them in the return envelope(s), sign the flap(s) of the envelope(s), and either place the envelope(s) in the internal University mail or hand deliver them to HEDC, 1st floor, 65 Union Place West. Please note that your questionnaire has a unique number (top left) which is matched on the envelope (top left). Please ensure that each set of questionnaires is returned in the correct envelope. If you require more envelopes, please contact HEDC.

9. Distribute the questionnaire, then leave the room if at all possible. In some circumstances you may need to stay, for example very large classes where students may not linger to complete the forms if you leave, or where some students need to speak to you about other matters. As with all student surveys, you are responsible for not influencing the students' responses to the questionnaire in any way.

10. After the responses have been analysed (usually within three weeks although processing may take longer at peak times), you will receive an updated *Evaluations of Teaching: Summary Data Sheet* (see sample sheets). The filled-in questionnaires will be included, to allow you to read any written comments your students have made. HEDC does not have sufficient resources to analyse or transcribe written comments for you, except in special cases which should be discussed with the HEDC Questionnaires Administrator. HEDC no longer transcribes written comments for small classes. The students are advised on each questionnaire that their forms will be seen by the staff member.

11. The results of the survey will be confidential to you - HEDC will not supply anyone else with copies or identifiable information from the survey, unless you ask us to do so and written authorisation will be required. Occasionally the Questionnaire Administrator may need to confer with the Director of HEDC with regard to procedural matters Your results will not be seen by any other HEDC staff although they are available to assist you with the interpretation of your results if asked. How you use the information resulting from the survey is a matter for you to decide. However, if you are a candidate for promotion, progression, confirmation or appraisal, you will need to submit the *Evaluations of Teaching: Summary Data Sheets* with your application or report.

Sample Forms for Student Questionnaire to Evaluate an Individual Teacher

- Sample Request Form for a Student Questionnaire to Evaluate an Individual Teacher

- Sample Student Questionnaire to Evaluate an Individual Teacher

- Sample Evaluations of Teaching: Summary Data Sheet

- Sample Context Form for Evaluations of Teaching

Sample Request Form for a Student Questionnaire to Evaluate an Individual Teacher

---

UNIVERSITY *of* **OTAGO**

Te Whare Wānanga o Otāgo

H i g h e r   E d u c a t i o n   D e v e l o p m e n t   C e n t r e

Request for a Student Questionnaire to Evaluate an INDIVIDUAL TEACHER

Please refer to reverse side for information about student surveys and completing this form.
*You need to submit this Request Form at least 5 **WORKING DAYS** before the date of the survey.*

___Dr___	___Jane___	___Spock___	___5119.2___
Title	**First Name**	**Surname**	**Employee No** *(see ID card)*

___Historical Whotsits___   ___479-0000___
Department   **Telephone or Email**

Title for Questionnaire: (no more than 80 characters). *Please put the course code first, then the title afterwards, eg EDUC 407: Researching Educational Issues*

> *WOHOT 301 : Advanced Historical Whotsits*

Number of Students Enrolled in Class	**Date Questionnaire to be Administered**	**Preferred Name to Appear in Questions** *eg Dr Brown, Tom Brown ,Tom*
26	30 May 2005	Dr Spock

If Class is Streamed: Times of Streams or Group Names and Number of Students in Each Stream:

> N/A

Teaching Type – please circle the <u>dominant</u> mode(s) of teaching you are evaluating in this course (will appear on the summary of your evaluation data). Preferably give no more than three modes:
Lectures / Tutorials / ⟨Small Groups⟩ / Case Studies / PBL / Seminars / Practicals / Field Trips / One-to-One / Distance / Bed-Side / Clinical / Other (specify)_____

From the pool of additional questions (refer to catalogue), please choose <u>FIVE questions</u> you wish to include in your questionnaire by circling the corresponding question number below.

6	7	8	9	10	*11	12	13	14	15	*16	17	*18	19	(20)	21
22	23	24	25	(26)	27	28	(29)	30	31	32	33	34	35	36	(37)
38	39	40	41	42	*43	44	(45)	*46	47	48	49	50			

*If you have chosen questions 11, 16, 18, 43 or 46, please also circle your preferred option below:
11: clinical / practical / field-based / laboratory   16: clinical / practical / field-based / laboratory
18: clinical / practical   43: patients / clients / pupils / subjects   46: patient / client

---

Optional:
Very occasionally, students will write comments which are sexually or racially offensive and unrelated to teaching. If you think it is likely, and you want HEDC to remove such forms, please sign here: _____
(see Guidelines section 5.3)

If you wish your **I.D. Photo** to be on the Questionnaire please sign here: _____
(a FULL SIGNATURE and your USERNAME is required to obtain the release of your photo to HEDC)

The results of your surveys will be seen only by authorised HEDC staff who may consult with the Director if there are difficulties processing your questionnaire. No other HEDC staff will see your data without your consent.

Signature: ___Jane Spock___   *Date:* ___2 May 2005___

January 2005   Please send to: Jo Kennedy, Questionnaires Administrator, 65/75 Union Place West, University of Otago, Dunedin
Phone: (03) 479 7581, Fax: (03) 479 8362, Email: joanne.kennedy@stonebow.otago.ac.nz

PLEASE TURN OVER

Sample Student Questionnaire to Evaluate an Individual Teacher

6257519937

Evaluation of Teaching

WHOT301: Advanced Historical Whotsits

Dr Jane Spock

WHOT301

Class Size   26

30 May 2005

Student evaluation of teaching provides staff with feedback on their teaching. Student opinion is important in evaluating teaching and in course planning. When considering the questions, please try not to let your overall reaction to the course prevent you from noting areas of strength or weakness in this staff member's teaching.

The questionnaires will be processed in confidence by the Higher Education Development Centre, but this form will be returned to the staff member. The results may be used for the staff member's promotion or other performance appraisal.

Please read each question carefully, then fill in ONE of the five alternative circles. Unless it is clear which single circle is filled the response will be invalid. If you consider that the question is not applicable please leave blank.

Example   1 2 3 4 5
           ○ ○ ● ○ ○

Q1 How organised have you found Dr Spock's contribution to this course?   Well organised 1 2 3 4 5 Disorganised

Q2 How would you rate Dr Spock's ability to communicate ideas and information?   Excellent 1 2 3 4 5 Poor

Q3 How much has Dr Spock stimulated your interest in the subject?   Very much 1 2 3 4 5 Not at all

Q4 How would you describe Dr Spock's attitude toward students in this course?   Very helpful 1 2 3 4 5 Not at all helpful

Q5 Overall, how effective have you found Dr Spock in teaching this course?   Very effective 1 2 3 4 5 Not at all effective

Q6 Did Dr Spock achieve a good balance between teacher contribution and student participation?   Very good 1 2 3 4 5 Poor

Q7 How successful was Dr Spock in helping you to improve your ability to work independently?   Very successful 1 2 3 4 5 Not at all successful

Q8 How effective was Dr Spock in facilitating the development of your professional competencies?   Very effective 1 2 3 4 5 Not at all effective

Q9 Were the criteria for each assessment task clearly outlined by Dr Spock?   Yes, very clearly 1 2 3 4 5 Not at all clearly

Q10 Was Dr Spock receptive to differing viewpoints or opinions?   Very much so 1 2 3 4 5 Not at all

Please write any comments you have about this staff member's teaching on the back of the questionnaire

Sample Evaluations of Teaching: Summary Data Sheet

Dr Jane Spock

Evaluations of teaching: summary data

Historical Whotsits 2005

Generic Questions (compulsory)	WHOT201 Date: 11-May-05 Responses: 150 % Class: 91 Lectures/Tutorials			WHOT203 Date: 26-May-05 Responses: 25 % Class: 85 Tutorials			WHOT301 Date: 30-May-05 Responses: 25 % Class: 96 Small Groups			Course Date: Responses: % Class:		
Teaching Type — Ratings (1 & 2 Preferred)	1&2	3	4&5	1&2	3	4&5	1&2	3	4&5	1&2	3	4&5
1 How organised have you found Dr Spock's contribution to this course?	90	10	0	80	20	0	100	0	0			
2 How would you rate Dr Spock's ability to communicate ideas and information?	90	10	0	85	15	0	95	5	0			
3 How much has Dr Spock stimulated your interest in the subject?	70	20	10	60	30	10	85	15	0			
4 How would you describe Dr Spock's attitude toward students in this course?	95	5	0	90	10	0	100	0	0			
5 Overall, how effective have you found Dr Spock in teaching this course?	90	10	0	75	20	5	95	5	0			
Additional Questions (choose any five)												
Teaching Strategies												
6 Were the expectations for this course/section of the course clearly outlined by Dr Spock?												
7 How effectively did Dr Spock structure each session?												
8 Did Dr Spock make good use of examples, illustrations, or other techniques to explain difficult concepts?	85	15	0	80	20	0						
9 How effective was Dr Spock in initiating relevant discussion?												
10 How effective was Dr Spock in modelling appropriate professional behaviours and attitudes?												
11 How well did Dr Spock integrate theory and practice in the clinical/practical/field-based/laboratory setting?												
12 How successful was Dr Spock in encouraging your participation?												
13 How successful was Dr Spock in encouraging you to work as part of a team?												
14 Did Dr Spock create a learning environment in which you felt comfortable?												
15 How successful was Dr Spock in encouraging you to work collaboratively?												
16 Did Dr Spock provide adequate instructions for proceeding with clinical/practical/field-based/laboratory work?												
17 Did Dr Spock link practical work and information provided in readings and lectures?												
18 Did Dr Spock encourage you to think through clinical/practical problems for yourself?												
19 Did Dr Spock raise challenging questions in class?	80	15	5				100	0	0			
20 Did Dr Spock achieve a good balance between teacher contribution and student participation?				80	20	0						
21 How well did Dr Spock integrate Māori cultural and philosophical values into his/her teaching?												
22 Did Dr Spock make you aware of safety issues and procedures?												
23 Did Dr Spock value the knowledge and experience you brought to class?												

Processed by: _____

All values given are calculated as a percentage of the responses received

Printed by HEDC: 17/06/05

Student Learning

	Question				
24	How helpful was Dr Spock in assisting you to become familiar with research in the field?				
25	How effective was Dr Spock in helping you to develop your critical and analytical skills?	75	25	0	75 20 5
26	How successful was Dr Spock in helping you to improve your ability to work independently?				
27	Was Dr Spock effective in helping you to integrate theory and practice?				
28	How effective was Dr Spock in helping you to develop the practical skills required in this course?				95 5 0
29	How effective was Dr Spock in facilitating the development of your professional competencies?				90 10 0
30	How successful was Dr Spock in helping you to learn how to learn?				
31	Did Dr Spock help you to improve your communication skills?			85 15 0	
32	Did you find Dr Spock's field trip to be a valuable learning experience?				
33	Did Dr Spock encourage you to develop new viewpoints and appreciations?	80	15	5	
34	Did Dr Spock help you to develop the confidence to use what you learned in class, in other situations?				

Assessment

	Question				
35	Did Dr Spock provide constructive feedback on assessment tasks?				
36	Did you find the workload required in Dr Spock's course / section of the course reasonable?	70	30	0	
37	Were the criteria for each assessment task clearly outlined by Dr Spock?				90 10 0
38	How would you rate the clarity of Dr Spock's test/assignment questions?				
39	Did Dr Spock return assignments within a reasonable timeframe?				
40	How well did Dr Spock's assignments relate to other aspects of the course?				

Professional Attitudes

	Question				
41	How accessible was Dr Spock to students?				
42	How sensitive was Dr Spock to cultural differences?				
43	How helpful was Dr Spock in facilitating your contact with patients/clients/pupils/subjects?				
44	Did Dr Spock treat students fairly and with respect?				
45	Was Dr Spock receptive to differing viewpoints or opinions?				90 10 0
46	Did Dr Spock treat the patient/client in a professional manner?				

Resources

	Question				
47	Did Dr Spock use appropriate resources (print, OHTs, videos, CD-ROM, etc.) to enhance your understanding of this course?				
48	Was the course material provided by Dr Spock structured in an appropriate manner?	70	30	0	
49	Did Dr Spock make sure that the necessary materials and equipment for practical sessions were available?				
50	How valuable were Dr Spock's handouts as aids to learning?				

Processed by: _____

All values given are calculated as a percentage of the responses received

Printed by HEDC: 17/06/05

Sample Context Form for Evaluations of Teaching

NAME: Jane Spock	**Dept/School:** Historical Whotsits

Context form for evaluations of teaching

Year: 2005

THIS FORM IS OPTIONAL. The purpose of this form is to identify and describe the teaching conditions of the courses which have been evaluated and to provide an appropriate context for the interpretation of the results obtained from the students' evaluation of your teaching as presented on the attached summary form.

- *Use separate form for each year*
- *Use box 9 to expand on any item.*
- *If any response rate was less than 70%, please explain the reasons in box 9.*

	Enter Paper Code ->	WHOT201	WHOT203	
	Enter date of survey ->	11-May-05	26-May-05	
1 Is this the first time you have taught this course?		**Yes**/No/NA	Yes/**No**/NA	Yes/No/NA
2 Is this the first time the course has been offered in the programme?		**Yes**/No/NA	**Yes**/No/NA	Yes/No/NA
3 Has the course been modified significantly since it was last offered?		Yes/No/**NA**	**Yes**/No/NA	Yes/No/NA
4 How long before the course began did you know you would be teaching?				
5 Is the course compulsory for the enrolled students?		**Yes**/No/NA	**Yes**/No/NA	Yes/No/NA
6 How would you rate the difficulty of the course for students? Enter: 1 if the majority of students find the course difficult; 2 if about half of the students find it difficult; 3 if very few students find it difficult.		2	1	
7 Were you responsible for the design of the course including the assessment tasks?		Yes/No/NA	Yes/No/NA	Yes/No/NA
8 Were you responsible for the development of the course materials?		Yes/No/NA	Yes/No/NA	Yes/No/NA
9 Do you have any comments on any of these papers that could provide a better understanding of your teaching and/or evaluation situation?				

WHOT201 is an adaption of WHOT101 to 200 level. WHOT203 is a required course which is not popular with the students. I first taught this course last year and have since taken advice, made changes to my teaching, and been involved in the restructuring of the course. I am pleased and relieved that 2005 has been a much happier experience for the students and for me.

6. Student Evaluations of Courses

Introduction
As with evaluation of individual teachers (see Section 5), students' perceptions are a valuable source of information in the evaluation of courses. Students can provide information about aspects of the course of which they have direct knowledge. For example, they can comment on the learning environment as it pertains to them, and the relevance of the subject content to their background and previous experiences. The year in which the student is enrolled is an important factor here: first-year students have less knowledge of the subject than Honours students. It is important when making decisions about the purpose of the evaluation to take account of the prior experience of the students (see Section 3).

The course evaluation questionnaire system can provide detailed feedback on student outcomes and effort, instructor skills and attitudes, and course organisation, components, requirements and materials, for a given course.

The course evaluation questionnaire system has been transferred to a new processing system for 2005. Unchanged is the question catalogue, how to request and administer the questionnaires and the questionnaire structure (i.e. the use of 5 ratings questions and open-ended questions). The changes primarily relate to the layout of the questionnaires, how the data is processed and the analysis report. On the questionnaire form the students are now asked to fill in a circle rather than circle a number. This enables the forms to be scanned for data capture instead of manual entry. The analysis report has had a second distribution added and the standard deviation calculation removed. The second distribution shows the combined percentages of the 1 & 2 and the 4 & 5 responses. This distribution is the same as that shown on the summary data report for individual teacher evaluations. A sample of the questionnaire and analysis report is shown at the end of this section.

In preparing an Otago Teaching Profile for promotion, progression, confirmation or appraisal purposes, reports from course evaluation questionnaires may <u>not</u> be submitted because <u>individual</u> teaching performance is not easily identified (see *Academic Staff Promotions Policy, March 2005, section 6(b))*. However, your course evaluation reports may be held with the on-call documents if they provide relevant evidence of your teaching effectiveness, and are referred to in your self-evaluation statement (see Sections 9 to 11 of this booklet).

The central feature of the course questionnaire system is a catalogue of 279 rating-type questions (see Appendix 2). Note that a list of questions available for clinical teaching begins at question 251. Courses in the fourth and fifth year of the MB ChB curriculum must use the special evaluation forms and procedures approved by the Faculty of Medicine (consult the Medical Education Adviser in your School). Questionnaires may be designed containing selected questions from this catalogue, newly created questions in the same format as the catalogue questions, and open-ended questions, plus special instructions if needed.

Procedures for using the Student Questionnaire for Evaluating a Course
1. Obtain a *Request Form for a Student Questionnaire to Evaluate a Course*. These are available from the HEDC Questionnaires Administrator (Extn 7581, or email joanne.kennedy@stonebow.otago.ac.nz), or may be downloaded from the HEDC website (http://hedc.otago.ac.nz/evaluation/index.asp). A completed example of this form is shown in the sample forms at the end of this section. Departments may wish to keep a supply of request forms for course evaluation questionnaires in their departmental office.

2. Identify the questions which you wish to ask, consulting the Course Question catalogue (Appendix 2) and enter the catalogue numbers in the box provided on the request form (see the sample forms). If you wish an old questionnaire to be copied, please see instruction 14 below. Do not copy old questionnaires yourself – a new questionnaire master must be set up for each individual survey (with a unique ID number). This ensures that they are properly prepared, labelled and stored on our computer for the subsequent analysis of responses. Note that the preferred format is up to 14 rating-type questions on one side of an A4 sheet, with open ended questions on the back, but if you need more than 14 rating-type questions, a few more questions and two or three open-ended questions can be accommodated on both sides of a single A4 sheet. Questionnaires containing more than 30 rating and open-ended questions, or extending beyond two sides of A4, will not be produced because they overload students and are difficult for HEDC to process. However, you may use more than one questionnaire during a course and there may be advantage in doing so.

3. Carefully fill in the *Request Form for a Student Questionnaire to Evaluate a Course*. Very occasionally a student will use the anonymity of the survey to write comments which are sexually or racially offensive and unrelated to any teaching issue. It is HEDC's policy to return all the forms the students have completed without any screening of comments but if you ask us on the request form to screen the written comments for extremely abusive remarks unrelated to teaching, we will do so. Checking the comments on each form may delay processing of your questionnaire.

4. If other staff are to be named on the form, you will be required to supply a signed written authority from each person to protect their privacy. The authority form is available from the HEDC Questionnaires Administrator. By signing this authority form each staff member is giving consent to the survey being run (with their name on it) and the release of the results to other (specified) staff.

5. Send the completed *Request Form for a Student Questionnaire to Evaluate a Course* to the HEDC Questionnaires Administrator. Please return the request form at least five working days before the date you wish to run the survey. No guarantee can be given to produce the questionnaire with less notice because there is nearly always a queue of request forms for processing. You will be sent a master copy of your questionnaire, which you should check, together with an instruction sheet and pre-addressed return envelope(s). You will then need to make sufficient photocopies from this master to be able to give one to each student in your class. It is very important that the photocopies made are clear and straight because the forms will be optically scanned for data capture. Please do not use coloured paper, reduce the page size or put staples in the questionnaires. If the questionnaire is two pages <u>double-side</u> onto a single sheet.

6. Select a class session in which to administer the questionnaire. Aim for a session where you would expect attendance to be average or above average, but not one involving a test or other stressful activity. You should also avoid classes where the students are being asked by you (or any other person) to complete other questionnaires. It is important that the students do not get confused about the purpose of your questionnaire.

7. Allow time at the end of the class session for the questionnaire to be distributed, filled in, and collected. The time required will depend on the length of the questionnaire and the willingness of the students to write detailed comments, but 10 minutes will usually be sufficient. Allow a little longer if you want full responses to open-ended questions and the questionnaire is lengthy. Please note that asking students to fill in forms in their own

time and return them at the next class session is rarely satisfactory, since most students do not hand in questionnaires under these circumstances.

8. Tell the students that the questionnaire is for the purpose of improving the course, and stress that you would like their comments on the course. If several lecturers contribute different portions of the course, clearly identify to the students the portion(s) you are surveying. It will make a big difference to the students' willingness to respond if you undertake to provide them with feedback on the results of the survey. One way of doing this is to post a copy of the results on a noticeboard accessible to the students, telling them when you do so.

9. Ask students not to fold the questionnaires as folding them may render them unusable with the optical scanner and unfolding them is very time consuming. Point out that ambiguous responses (more than one circle filled in or area marked between the circles) are considered invalid and will be recorded as nil responses.

10. Ask one student (perhaps your class representative) to collect the completed questionnaires, seal them in the return envelope(s), sign the flap(s) of the envelope(s), and either place the envelope(s) in the internal University mail or hand deliver them to HEDC, 1st floor, 65 Union Place West. Note that your questionnaire has a unique number (top left) which is matched on the envelope (top left). Please ensure that each set of questionnaires is returned in the correct envelope(s). If you require more envelopes, please contact HEDC.

11. Distribute the questionnaire, then leave the room if at all possible. In some situations you may need to stay, for example very large classes where students may not stay to complete the forms, or where some students need to speak to you. As with all surveys, you are responsible for not influencing the students' responses in any way.

12. After the responses have been analysed (usually within three weeks although processing may take longer at peak times), you will receive an analysis indicating the distributions of responses to each rating-type question (see sample forms). The filled-in questionnaires will be included, to allow you to read written comments your students have made. HEDC does not have sufficient resources to analyse or transcribe written comments for you except in special cases which should be discussed with the HEDC Questionnaires Administrator. HEDC no longer transcribes written comments for small classes. The students are advised on each questionnaire that their forms will be seen by the staff member.

13. The report will be confidential to you – HEDC will not supply anyone else with copies or identifiable information from the report, unless you ask us to do so. The reports are intended primarily for feedback purposes and cannot be submitted directly as part of the Otago Teaching Profile for promotion, progression, confirmation or appraisal purposes (see introduction to this section above). This would not prevent you, however, discussing the results with colleagues, including your Head of Department and making reference to the findings in your self-evaluation statement. You would then include the results in your on-call documents (see Section 11).

14. If you wish to reuse a previous year's questionnaire, you will still need to complete a new request form with: your contact details; current student numbers; date to be administered etc, and in the questions section either supply the ID number of the questionnaire to be copied and the year it ran, or attach a copy of the old questionnaire. Note: on pre-2005

questionnaires the ID number is located on the top right hand side underneath the date. From 2005 it is located on the top left and labelled Q.ID. **Please do not simply photocopy an old questionnaire and expect the HEDC to analyse the responses as a new questionnaire must be set up on our database for each occasion.**

Sample Forms for Student Questionnaire to Evaluate a Course

- Sample Request Form for a Student Questionnaire to Evaluate a Course

- Sample Student Questionnaire to Evaluate a Course

- Sample Report from a Student Questionnaire to Evaluate a Course

Sample Request Form for a Student Questionnaire to Evaluate a Course

---

UNIVERSITY of OTAGO
Te Whare Wānanga o Otāgo

Higher Education Development Centre

Request for a Student Questionnaire to Evaluate a COURSE

Please refer to reverse side for information about student surveys and completing this form.

You need to submit this Request Form at least 5 WORKING DAYS before the date of the survey.

_Dr_	_Jane_	_Spock_	_51192_
Title	**First Name**	**Surname**	**Employee No** *(see ID card)*

Historical Whotsits	_479-0000_
Department	**Telephone or Email**

Title for Questionnaire: *Please put the course code first, then the title afterwards,* eg EDUC 407: Researching Educational Issues

> _WHOT 305: Deconstructing Historical Whotsits_

Number of Students Enrolled in Class	**Date Questionnaire to be Administered**	**Do you wish to have your name included in the title of the questionnaire?** (please circle)
_31_	_25/6/05_	(**Yes**) No

If Class is Streamed: Times of Streams or Group Names AND Number of Students in Each Stream:

> _N/A_

Please list below, in order, the catalogue numbers of the questions you wish to include in your questionnaire (14 questions fit onto an A4 page and the maximum number of questions should not exceed 30 (<u>including</u> any open-ended questions) – see Guidelines section 6.2). If necessary, you may include specific questions of your own, using the same format, or you may indicate small changes to questions. In the latter case, indicate both the catalogue number and the changes requested. *Please note: questions must be no longer than 80 characters.* If the space provided below is not enough attach another sheet to this form.

> _1, 8, 32, 42, 52, 55, 59, 63, 76, 84, 97, 108, 114, 139,_
> _144 (altered) 'Regular seminars were:'_
> _New Question 'How worthwhile did you find the two major essays?_
> _(very worthwhile ... worthless)_
> _170, 185, 208_
> _New Question 'What proportion of the formative exercises did you_
> _complete?' (all ... none)_

In many cases it can be valuable to include open-ended questions inviting written responses. These often gather specific ideas which help to suggest possible changes in the course. You may wish to choose one or more of the following, or to write your own. Please tick and/or write, as appropriate, the questions you require, also indicating the desired order of the questions.

_✓_ 1   For me, the best aspect of the course was:

_✓_ 2   The change I would most like to see in the course is:

_4 ✗_   Any other comments:

_3 ✗_   _The formative exercises would have been more valuable if:_

___ 5   _____

Optional: Very occasionally, students write comments which are sexually or racially offensive & unrelated to teaching. If you think it is likely, & you want HEDC to remove such forms (Guidelines section 6.3), please sign here: _____

The results of your surveys will be seen only by authorised HEDC staff who may consult with the Director if there are difficulties processing your questionnaire. No other HEDC staff will see your data without your consent.

Signature _Jane Spock_   Date _2 May 2005_

Sample Student Questionnaire to Evaluate a Course

Student Evaluation Questionnaire

Q.ID: 20050001

25 Jun 2005
Class Size: 31

Dr Jane Spock
WHOT305: Deconstructing Historical Whotsits

This form gives you an opportunity to indicate your reactions to the Course and the way it has been taught. When considering the questions, please try not to let your overall reaction to the Course prevent you from noting areas of strength or weakness. The questionnaires will be processed in confidence by the Higher Education Development Centre, but this form will be returned to the staff member.

Please read each question carefully, then fill in ONE of the five circles (use BLUE or BLACK pen if possible as the questionnaires are optically scanned). Unless it is clear which single circle is filled the response will be invalid. If not applicable, leave blank.

Please fill in the circles like this: ●   Not like this:

			1	2	3	4	5	
1	How valuable do you consider this course has been for you?	Extremely valuable	O	O	O	O	O	Not at all valuable
2	How valuable was this course in terms of developing new skills and techniques?	Extremely valuable	O	O	O	O	O	Not at all valuable
3	How much effort did you put into this course?	A great deal	O	O	O	O	O	Very little
4	How effective was the lecturer in teaching this course?	Very effective	O	O	O	O	O	Very ineffective
5	The lecturer seemed to sense when students did not understand:	Almost always	O	O	O	O	O	Almost never
6	The lecturer clearly indicated what was important to learn in each class session:	Always	O	O	O	O	O	Never
7	The lecturer was able to answer questions clearly and concisely:	Almost always	O	O	O	O	O	Almost never
8	Did the lecturer make good use of examples and illustrations?	Yes, often	O	O	O	O	O	No, very seldom
9	In this course, I felt challenged and motivated to learn:	Almost always	O	O	O	O	O	Almost never
10	Was class discussion a valuable part of this course?	Yes, very valuable	O	O	O	O	O	No, of little value
11	How would you describe the lecturer's attitude toward students in the course?	Very helpful	O	O	O	O	O	Indifferent
12	Did the lecturer seem willing to spend extra time with students?	Very willing	O	O	O	O	O	Very unwilling
13	The course seemed:	Very well organised	O	O	O	O	O	Very disorganised
14	How suitable for you was the pace of the course?	Much too fast	O	O	O	O	O	Much too slow

PLEASE TURN OVER

Student Evaluation Questionnaire

Q.ID: 20050001

25 Jun 2005
Class Size: 31

Dr Jane Spock
WHOT305: Deconstructing Historical Whotsits

			1	**2**	**3**	**4**	**5**	
15	Regular seminars were:	Very valuable	O	O	O	O	O	Worthless
16	How worthwhile did you find the two major essays?	Very worthwhile	O	O	O	O	O	Worthless
17	The grading procedures for the course seem:	Very fair	O	O	O	O	O	Very unfair
18	Rate the main textbook used in this course:	Excellent	O	O	O	O	O	Very poor
19	How relevant were films and other audio-visual materials to course objectives?	Very relevant	O	O	O	O	O	Very irrelevant
20	What proportion of the formative exercises did you complete?	All	O	O	O	O	O	None

21 For me, the best aspect of the course was:

22 The change I would most like to see in the course is:

23 The formative exercises would have been more valuable if:

24 Any other comments:

Sample Report from a Student Questionnaire to Evaluate a Course

Course Student Evaluation Questionnaire
Dr Jane Spock
WHOT305: Deconstructing Historical Whotsits

31 - Students
28 - Responses
90 - % Class

Q.ID: 20050001
Date of Survey: 25 Jun 2005

---

1 How valuable do you consider this course has been for you?

		1	2	3	4	5		NIL	Median
Extremely valuable							Not at all valuable		2.4
	Number	5	10	14	0	0		0	
	Distribution 1	18%	36%	46%	0%	0%		0%	
	Distribution 2*	**54%**		**46%**		**0%**			

2 How valuable was this course in terms of developing new skills and techniques?

		1	2	3	4	5		NIL	Median
Extremely valuable							Not at all valuable		2.4
	Number	2	14	11	1	0		0	
	Distribution 1	7%	50%	39%	4%	0%		0%	
	Distribution 2*	**57%**		**39%**		**4%**			

3 How much effort did you put into this course?

		1	2	3	4	5		NIL	Median
A great deal							Very little		2.5
	Number	3	11	12	2	0		0	
	Distribution 1	11%	39%	43%	7%	0%		0%	
	Distribution 2*	**50%**		**43%**		**7%**			

4 How effective was the lecturer in teaching this course?

		1	2	3	4	5		NIL	Median
Very effective							Very ineffective		2.3
	Number	7	8	11	1	0		1	
	Distribution 1	25%	29%	39%	4%	0%		4%	
	Distribution 2*	**54%**		**39%**		**4%**			

5 The lecturer seemed to sense when students did not understand:

		1	2	3	4	5		NIL	Median
Almost always							Almost never		2.6
	Number	9	4	13	1	1		0	
	Distribution 1	32%	14%	46%	4%	4%		0%	
	Distribution 2*	**46%**		**46%**		**7%**			

6 The lecturer clearly indicated what was important to learn in each class session:

		1	2	3	4	5		NIL	Median
Always							Never		2.1
	Number	9	8	8	2	1		0	
	Distribution 1	32%	29%	29%	7%	4%		0%	
	Distribution 2*	**61%**		**29%**		**11%**			

7 The lecturer was able to answer questions clearly and concisely:

		1	2	3	4	5		NIL	Median
Almost always							Almost never		1.9
	Number	10	9	6	1	2		0	
	Distribution 1	36%	32%	21%	4%	7%		0%	
	Distribution 2*	**68%**		**21%**		**11%**			

8 Did the lecturer make good use of examples and illustrations?

		1	2	3	4	5		NIL	Median
Yes, often							No, very seldom		2.4
	Number	5	10	13	0	0		0	
	Distribution 1	18%	36%	46%	0%	0%		0%	
	Distribution 2*	**54%**		**46%**		**0%**			

9 In this course, I felt challenged and motivated to learn:

		1	2	3	4	5		NIL	Median
Almost always							Almost never		1.9
	Number	11	8	9	0	0		0	
	Distribution 1	39%	29%	32%	0%	0%		0%	
	Distribution 2*	**68%**		**32%**		**0%**			

H.E.D.C.
University of Otago

*Distribution 2 shows the responses as %(1&2), %(3) and %(4&5).
The "Median" calculation is an interpolated median.

Page 1
Printed: 2/03/2005

Course Student Evaluation Questionnaire
Dr Jane Spock
WHOT305: Deconstructing Historical Whotsits

31 - Students
28 - Responses
90 - % Class

Q.ID: 20050001
Date of Survey: 25 Jun 2005

10	Was class discussion a valuable part of this course?	Yes, very valuable	1	2	3	4	5	No, of little value	NIL	Median
		Number	7	7	13	1	0		0	2.5
		Distribution 1	25%	25%	46%	4%	0%		0%	
		Distribution 2*	50%		46%		4%			

11	How would you describe the lecturer's attitude toward students in the course?	Very helpful	1	2	3	4	5	Indifferent	NIL	Median
		Number	8	10	7	3	0		0	2.1
		Distribution 1	29%	36%	25%	11%	0%		0%	
		Distribution 2*	64%		25%		11%			

12	Did the lecturer seem willing to spend extra time with students?	Very willing	1	2	3	4	5	Very unwilling	NIL	Median
		Number	4	7	13	3	1		0	2.7
		Distribution 1	14%	25%	46%	11%	4%		0%	
		Distribution 2*	39%		46%		14%			

13	The course seemed:	Very well organised	1	2	3	4	5	Very disorganised	NIL	Median
		Number	8	10	8	2	0		0	2.1
		Distribution 1	29%	36%	29%	7%	0%		0%	
		Distribution 2*	64%		29%		7%			

14	How suitable for you was the pace of the course?	Much too fast	1	2	3	4	5	Much too slow	NIL	Median
		Number	13	9	4	1	1		0	1.6
		Distribution 1	46%	32%	14%	4%	4%		0%	
		Distribution 2*	79%		14%		7%			

15	Regular seminars were:	Very valuable	1	2	3	4	5	Worthless	NIL	Median
		Number	4	8	13	3	0		0	2.7
		Distribution 1	14%	29%	46%	11%	0%		0%	
		Distribution 2*	43%		46%		11%			

16	How worthwhile did you find the two major essays?	Very worthwhile	1	2	3	4	5	Worthless	NIL	Median
		Number	9	6	11	2	0		0	2.3
		Distribution 1	32%	21%	39%	7%	0%		0%	
		Distribution 2*	54%		39%		7%			

17	The grading procedures for the course seem:	Very fair	1	2	3	4	5	Very unfair	NIL	Median
		Number	6	9	10	3	0		0	2.4
		Distribution 1	21%	32%	36%	11%	0%		0%	
		Distribution 2*	54%		36%		11%			

18	Rate the main textbook used in this course:	Excellent	1	2	3	4	5	Very poor	NIL	Median
		Number	12	8	7	1	0		0	1.8
		Distribution 1	43%	29%	25%	4%	0%		0%	
		Distribution 2*	71%		25%		4%			

H.E.D.C.
University of Otago

*Distribution 2 shows the responses as %(1&2), %(3) and %(4&5).
The "Median" calculation is an interpolated median.*

Page 2
Printed: 2/03/2005

Course Student Evaluation Questionnaire
Dr Jane Spock
WHOT305: Deconstructing Historical Whotsits

31 - Students
28 - Responses
90 - % Class

Q.ID: 20050001
Date of Survey: 25 Jun 2005

19	How relevant were films and other audio-visual materials to course objectives?	Very relevant	1	2	3	4	5	Very irrelevant	NIL	Median
		Number	7	10	5	3	0		3	2.1
		Distribution 1	25%	36%	18%	11%	0%		11%	
		Distribution 2*	61%		18%		11%			

20	What proportion of the formative exercises did you complete?	All	1	2	3	4	5	None	NIL	Median
		Number	9	9	8	1	1		0	2.1
		Distribution 1	32%	32%	29%	4%	4%		0%	
		Distribution 2*	64%		29%		7%			

21   For me, the best aspect of the course was:

22   The change I would most like to see in the course is:

23   The formative exercises would have been more valuable if:

24   Any other comments:

Processed by: _____

Distribution 2 shows the responses as %(1&2), %(3) and %(4&5).
The "Median" calculation is an interpolated median.

Page 3
Printed: 2/03/2005

7. Tutor/Demonstrator Evaluations of Coordinators and Team Leaders

Introduction
Teachers charged with a coordinating role play a substantial part in the quality of teaching delivered at the University but their contribution is often 'behind the scenes', and thus not amenable to evaluation by students. In such cases, the members of the teaching team are in the best position to give feedback on performance of the coordinator who leads them. A questionnaire has been developed for those teachers who have responsibility for coordinating the teaching activities of tutors and demonstrators. A sample of the questionnaire is shown at the end of this section.

As with the other evaluation instruments mentioned in this guide, the primary purpose of the tutor/demonstrator questionnaire is to aid in the development of one's teaching, which in this case includes coordination activities. The questionnaire consists of between 5 and 10 questions chosen from a bank of 20 questions on various aspects of coordination of courses (see Appendix 3). The results may be submitted with the Otago Teaching Profile and should be referred to in the self-evaluation statement.

Procedures for using the Tutor/Demonstrator Questionnaire for Evaluating Coordinators and Team Leaders
1. Obtain from the HEDC Questionnaires Administrator (Extn 7581, or email joanne.kennedy@stonebow.otago.ac.nz) a copy of the *Request Form for a Tutor/ Demonstrator Questionnaire to Evaluate a Coordinator or Team Leader*. This may be printed off the HEDC website (http://hedc.otago.ac.nz/evaluation/index.asp). A completed example of the request form is shown in the sample forms at the end of this section, along with the resulting questionnaire. Departments may wish to keep a supply of request forms in their departmental office.

2. Referring to the instructions on the request form, fill in the form from the bank of questions (Appendix 3), selecting no less than five and no more than ten questions appropriate to your coordination or team leading activities.

3. Send the completed request form to the HEDC Questionnaires Administrator. Please return the request form at least five working days before the date you wish to run the survey. No guarantee can be given to produce the questionnaire with less notice. You will be sent a master copy of your questionnaire, which you should check, together with pre-addressed return envelopes. You will then need to make sufficient photocopies from this master to be able to give one to each member of the teaching team you lead. It is very important that the photocopies made are clear and straight because the forms will be optically scanned for data capture. Please do not use coloured paper, reduce the page in size or put staples in the questionnaires.

4. Select a meeting of the teaching team to administer the questionnaire. Try and encourage a good attendance at this meeting. Because the group is likely to be quite small you may wish to arrange for absentees to fill in the form.

5. Allow ten minutes at the end of the meeting for the questionnaire to be distributed, filled in and collected.

6. Tell the tutors and/or demonstrators that you would like their comments on aspects of your coordination of teaching activities, and leadership of the teaching team. Make clear that their responses will not be individually identifiable. The completed questionnaires will not be returned to you and HEDC will type written comments to preserve confidentiality.

7. Ask one member of the teaching team to collect the completed questionnaires, seal them in the return envelope(s), sign the flap(s) of the envelope(s), and either place the envelope(s) in the internal University mail or hand deliver them to HEDC, 1st floor, 65 Union Place West.

8. Distribute the questionnaire, then leave the room if at all possible. In some situations you may need to stay, for example if some members of the teaching team need to speak to you individually. As with all surveys, you are responsible for ensuring you do not influence the responses in any way.

9. After the responses have been analysed (usually within three weeks although processing may take longer at peak times) you will receive a summary report indicating the distributions of responses to each rating-type question (see sample forms). The typed comments from the questionnaires will also be attached.

10. The results of the survey will be confidential to you - HEDC will not make available to anyone else copies or identifiable information from the report, unless you ask us to do so. As mentioned above, if reference is made to the results of the questionnaire in the self-evaluation statement of the Otago Teaching Profile, then the summary report should be submitted with your other documents.

Sample Forms for Tutor/Demonstrator Questionnaire to Evaluate a Coordinator or Team Leader

- Sample Request Form for a Tutor/Demonstrator Questionnaire to Evaluate a Coordinator or Team Leader

- Sample Tutor/Demonstrator Questionnaire to Evaluate a Coordinator or Team Leader

- Sample Report from a Tutor/Demonstrator Questionnaire to Evaluate a Coordinator or Team Leader

Sample Request Form for a Tutor/Demonstrator Questionnaire to Evaluate a Coordinator or Team Leader

UNIVERSITY *of* **OTAGO**
Te Whare Wānanga o Otāgo

H i g h e r   E d u c a t i o n   D e v e l o p m e n t   C e n t r e

Request for a Tutor/Demonstrator Questionnaire to Evaluate a COORDINATOR/TEAM LEADER

Please read the current *Guidelines for the Evaluation of Teaching* available from your HoD or on the HEDC website (http://hedc.otago.ac.nz/evaluation/index.asp).

You need to submit this Request Form at least 5 WORKING DAYS before the date of the survey.

Dr	Jane	Spock	S1192
Title	**First Name**	**Surname**	**Employee No** *(see ID card)*

Historical Whotsits	479-0000
Department	**Telephone or Email**

Title for Questionnaire: *Please put the course code first, then the title afterwards,* eg EDUC 407: Researching Educational Issues

WHOT101 : Introduction to Historical Whotsits

Number of Tutors or Demonstrators (under your direction in the above course)	**Date Questionnaire to be administered** (eg 25 May 2005 or May 2005)	**Preferred name to appear in questions** e.g. Dr Brown, Tom Brown, Tom
11	4 May 2005	Jane Spock

Choose no fewer than FIVE questions and no more than TEN questions from the list below:
(tick in box beside question number)

- [x] 1. Did Jane Spock set appropriate objectives for the level of the course/paper?
- [x] 2. Did Jane Spock encourage the teaching team to build on students' previous learning?
- [x] 3. Did Jane Spock encourage the teaching team to integrate current research into their teaching?
- [ ] 4. Did Jane Spock stress the importance of effective two-way communication with students?
- [x] 5. Did Jane Spock plan a realistic timeline for students to complete learning tasks?
- [ ] 6. Did Jane Spock acquaint the teaching team with the desired outcomes for each session?
- [ ] 7. Did Jane Spock plan teaching activities that complemented teaching in other parts of the course?
- [ ] 8. Did Jane Spock provide adequate guidelines for the marking of assessed work?
- [x] 9. How well did Jane Spock coordinate systems for obtaining feedback from students?
- [ ] 10. How effective was Jane Spock in providing support and advice to other members of the teaching team?
- [ ] 11. How effective was Jane Spock in managing systems for the safety and proper conduct of staff and students?
- [ ] 12. Did Jane Spock ensure that the teaching team was aware of the ethical issues related to the discipline?
- [ ] 13. Did Jane Spock take appropriate action in the case of equipment malfunction and failure of supply?
- [x] 14. How effective was the training provided by Jane Spock for the teaching team?
- [ ] 15. How effective was Jane Spock in managing the preparation of resources for teaching sessions?
- [ ] 16. Did Jane Spock set up effective communication processes for the team?
- [x] 17. Overall, how effective was Jane Spock in leading the teaching team?
- [x] 18. What were Jane Spock's main strengths as a team leader? (Written Comment)
- [x] 19. What aspect of Jane Spock's leadership of the teaching team would you most like to see improved? (Written Comment)
- [ ] 20. Any other comments: (Written Comment)

The results of your surveys will be seen only by authorised HEDC staff who may consult with the Director if there are difficulties processing your questionnaire. No other HEDC staff will see your data without your consent.

Signature Jane Spock *Date* 11/4/05

January 2005   Please send to: Joanne Kennedy, HEDC 65/75 Union Place West, University of Otago, Dunedin
Phone: 479 7581, Fax: 479 8362, email: joanne.kennedy@stonebow.otago.ac.nz

Sample Tutor/Demonstrator Questionnaire to Evaluate a Coordinator or Team Leader

Questionnaire for Evaluation of Coordinator / Team Leader

Q.ID: 20050053

4 May 2005
Tutors / Demonstrators: 11

Dr Jane Spock
WHOT101: Introduction to Historical Whotsits

Teachers charged with a coordinating role play a substantial part in the quality of teaching delivered at the University, however, their contribution is often 'behind the scenes' and thus not amenable to student evaluation. In such cases, the members of the teaching team are in the best position to give feedback on the coordinator who leads them. When considering the following questions, please try not to let your overall experience as a tutor/demonstrator prevent you from noting areas of strength and weakness in the coordinator's leadership of the teaching team. The questionnaires will be processed in confidence by the Higher Education Development Centre. Your written comments will be typed by HEDC and returned to Jane Spock.

Please read each question carefully, then <u>fill</u> in ONE of the five circles (use BLUE or BLACK pen if possible as the questionnaires are optically scanned). Unless it is clear which <u>single</u> circle is filled the response will be invalid. If not applicable, leave blank.

Please fill in the circles like this: ● NOT like this: ⊗ ⊗ ⊘

			1	2	3	4	5	
1	Did Jane Spock set appropriate objectives for the level of the course/paper?	Very appropriate	O	O	O	O	O	Not at all appropriate
2	Did Jane Spock encourage the teaching team to build on students' previous learning?	Very much so	O	O	O	O	O	Not at all
3	Did Jane Spock encourage the teaching team to integrate current research into their teaching?	Very much so	O	O	O	O	O	Not at all
4	Did Jane Spock plan a realistic timeline for students to complete learning tasks?	Very realistic	O	O	O	O	O	Not at all realistic
5	How well did Jane Spock coordinate systems for obtaining feedback from students?	Very well	O	O	O	O	O	Poorly
6	How effective was the training provided by Jane Spock for the teaching team?	Very effective	O	O	O	O	O	Not at all effective
7	Overall, how effective was Jane Spock in leading the teaching team?	Very effective	O	O	O	O	O	Not at all effective

8 What were Jane Spock's main strengths as a team leader? (Written Comment)

9 What aspect of Jane Spock's leadership of the teaching team would you most like to see improved? (Written Comment)

Sample Report from a Tutor/Demonstrator Questionnaire to Evaluate a Coordinator or Team Leader

Dr Jane Spock
Coordination of Tutors / Demonstrators: Summary Data

Historical Whotsits 2005

Ratings Questions	WHOT101 Date: 4-May-05 Staff Number: 11 Responses: 10			Course Date: Staff Number: Responses:			Course Date: Staff Number: Responses:		
Ratings (1&2 preferred)	1&2	3	4&5	1&2	3	4&5	1&2	3	4&5
1 Did Dr Spock set appropriate objectives for the level of the course/paper?	90	10	0						
2 Did Dr Spock encourage the teaching team to build on students' previous learning?	70	20	10						
3 Did Dr Spock encourage the teaching team to integrate current research into their teaching?	60	30	0						
4 Did Dr Spock stress the importance of effective two way communication with students?									
5 Did Dr Spock plan a realistic timeline for students to complete learning tasks?	90	10	0						
6 Did Dr Spock acquaint the teaching team with the desired outcomes for each session?									
7 Did Dr Spock plan teaching activities that complemented teaching in other parts of the course?									
8 Did Dr Spock provide adequate guidelines for the marking of assessed work?									
9 How well did Dr Spock coordinate systems for obtaining feedback from students?	100	0	0						
10 How effective was Dr Spock in providing support and advice to other members of the teaching team?									
11 How effective was Dr Spock in managing systems for the safety and proper conduct of staff and students?									
12 Did Dr Spock ensure that the teaching team was aware of the ethical issues related to the discipline?									
13 Did Dr Spock take appropriate action in the case of equipment malfunction and failure of supply?									
14 How effective was the training provided by Dr Spock for the teaching team?	80	10	10						
15 How effective was Dr Spock in managing the preparation of resources for teaching sessions?									
16 Did Dr Spock set up effective communication processes for the team?									
17 Overall, how effective was Dr Spock in leading the teaching team?	90	10	0						

Processed by: _____

All values given are calculated as a percentage of the responses received

Printed by HEDC: 11/03/2005

8. Peer Review of Teaching

Introduction
Peer review is a term used to describe a wide range of evaluative practices undertaken with colleagues. This section outlines a five stage process which is recommended for the peer review of teaching. It is not the only possible approach, but it presents a structure which has both validity and reliability in promoting professional learning. Peer review can provide evidence of professional development for the Otago Teaching Profile through documenting the changes you have made to your teaching practice as a result of using this process (see Section 11 of these guidelines). In certain exceptional circumstances it may also be appropriate to use peer review to contextualise the results of other forms of evaluation, for example when using innovative teaching methods unfamiliar to your students. Nevertheless, peer review should never be used to contradict students' reported experiences of teaching and learning.

The Otago peer review process
There are three key principles in the Otago peer review process:

- That it is voluntary;
- That it is collaborative;
- That it is done for the purposes of professional learning.

Academic staff are not *required* by the University to undergo peer review, or engage in processes that involve one peer making summative judgements about one another. Peer review involves collaborative partners working together to learn about and improve their teaching practice. Working together in this way has the potential to offer critical insights into our teaching that cannot be obtained through other sources, such as student and self-evaluations. It should not be seen, however, as a substitute for other forms of evaluation.

If peer review is a part of your Otago Teaching Profile, the *Peer Review of Teaching Form* (see the end of this section) should be used to indicate the process which you have used. If the following structure has not been used, your method should be briefly described.

1. Choosing an appropriate peer
The first and perhaps most important decision you must make in undertaking peer review is the choice of your reviewer. If the issues you wish to review have a disciplinary or curriculum focus, you may need to collaborate with a reviewer from your own department. However, if you are dealing with more general issues of teaching and learning, then a peer from any discipline can be chosen. It is essential that the relationship established with your peer is built on mutual trust and respect, as the process of exposing our teaching to the criticism of another can be threatening. If you cannot establish such a relationship with your peer, then it is likely that the review will result in a defensiveness which is inimical to learning. On the other hand, it is important that the chosen peer is prepared to be critical and challenging.

2. The briefing session
There are a number of decisions which need to be negotiated before carrying out the review. Each partner will have to be clear about the following:

- The aims and focus of the review process;
- The way in which it will be conducted and the roles each partner will play.

In the briefing session it may be useful to begin by sharing some background details on the class being taught, for example its size, level, and the type of teaching used. As the person initiating the review process, you should then outline a proposed focus for the review. While identification of specific issues for review can be difficult it is preferable that a clear aim is expressed. It is equally important that the aim for a review does not become so ambitious that it cannot be met by the reviewer. This may require some reflection on what is important to your teaching practice. Other forms of evaluation, particularly results of student evaluations, may also suggest areas for exploration. Both partners need to be satisfied with, and in agreement about, all aspects of the brief. Ultimately, if peer review is to succeed, it will be necessary to adopt practices that suit both parties. Once this has been achieved, issues of confidentiality should be clarified.

The method for the collection of data should also be agreed upon (see also 'The review' below). Some possible options include:

- Live observation of classroom teaching by your peer (sometimes called peer observation);
- Recordings of classroom teaching (video, audio);
- Direct reviews of course materials;
- Reporting back or formally discussing your experience of classroom teaching with your peer, whether or not they have been present;
- Reporting back or formally discussing courses and other curriculum matters with your peer.

Finally, practical matters such as the time and place that the review will take place should be discussed. If the chosen process will involve students (live or recorded observation of classes), you should decide how you will inform them of the review. If your peer is to be present when you are teaching, then agreement should be reached about issues such as positioning of the peer in the classroom, peer involvement in the class, and note taking during the review. At this stage it is also useful to decide when the debriefing session will take place (stage 4 below).

3. The review
The review itself consists of the collection of data which will be used in the debriefing session and subsequent critical reflection. A number of approaches exist and should have been agreed in the briefing session. Some possible sources of data include:

- The peer's insights, resulting from observations in the classroom, reviewing recordings of the teaching situation, or looking at course materials;
- You and your peer's insights from separately reviewing recordings of teaching, or looking at course materials, *prior* to the debriefing session;
- A recording of the teaching situation, or course materials, for collaborative investigation *in* the debriefing session;
- Your own insights about your direct experience of teaching, your response to recordings of your teaching, or from looking at course materials. With this type of review, where these responses are 'reported back' during the debriefing session, the peer can take the role of an open-ended questioner, eliciting and encouraging articulation of your responses.

A number of the above sources may be used in combination in a given peer review. For example, a peer may observe classroom teaching, and the teaching session may also be audio-

taped and listened to by the teacher in a reflective and structured way prior to the debriefing session. This allows the peer to bring to the debrief their insights from the observation and the teacher to bring their perceptions from listening to the tape.

4. The debriefing session

Debriefing is a dialogue about teaching. It may take place immediately following the review session, but it can happen at a later stage or take the form of an ongoing dialogue. This is an extremely important part of the process but can also be difficult to deal with. It is usual to structure this session to the framework agreed in the briefing session. You or your reviewer may have observations which fall outside the agreed framework and it is your decision as to whether you wish to discuss these further. The debriefing session is not the place to bring up the possibility of extending the original agreement, although additional ideas will be generated during discussions and these can form an important part of professional learning. A peer reviewer is not there to tell you how to teach, or how they teach, but rather to explore teaching issues with you in the form of a mutual enquiry.

5. Encouraging critical reflection

After the first three steps, it is important for both peers to consider:

- What has been learnt from the peer review?
- What action will be taken as a result of peer review?
- What changes will be made to the peer review process for its future use?

Partners should consider these key points as both will learn from undergoing the review. Peer review is a reciprocal process, and it expected that both the reviewed and the reviewer will gain from it.

Reflective writing is encouraged to consolidate ideas and provide a permanent record of the learning that occurred during the event. Either party can write a summary of the outcomes and of their learning. Reference to what has been learnt from peer review, and changes to your teaching as a result of this, may be made in the self-evaluation statement of the Otago Teaching Profile. Summaries of outcomes and learning may also be held with on-call evidence (see Section 9 of these guidelines).

Mastering the peer review process itself is part of professional development and partners can learn over time the best way to help each other. Frequently partners enter a reciprocal agreement and each takes a turn at being reviewed. It is also suggested that new partners be sought from time to time.

Use of peer review for evaluating supervision

Peer review is one way of evaluating your one-on-one teaching such as supervision of advanced clinical students or supervision of postgraduate research students. Both forms of teaching preclude the use of student questionnaires because numbers are usually too small and the students know that their privacy cannot be guaranteed. The students are likely to be concerned that their working relationship with you, their supervisor, may be in jeopardy if they respond as frankly as you might wish.

Peer review can provide a means of evaluating one-on-one teaching and you are encouraged to consider it as a solution to a difficult issue. It is important that you do not miss <u>any</u> opportunity to include student supervision in your evidence of teaching performance for your Otago Teaching Profile.

The processes described above lend themselves to gathering such evidence. Some specific strategies include the following:

a. Select a peer who can evaluate the currency and appropriateness of the disciplinary content of the supervision you provide, perhaps by examination of each student's written material and the feedback you provide; by observing your discussion with the student(s); by discussing with you your aims and practices in supervision.

b. Select a person, probably not the same person as in a), who has special skills in facilitating discussion. Both you and your students must have confidence in this person but they could be from outside your discipline and might be closer to the students than yourself (for example a recently completed postgraduate student or a Medical Education Adviser if in the Faculty of Medicine). The "facilitator" would be asked to meet with your students individually or as a group and hold a structured discussion on the quality of your supervision. The facilitator would then prepare a report for you which is seen first by the students so they can be assured that the report does not contain material which may cause unintentional discomfort to them or to you.

c. Other reviewers might be needed for other special aspects of your supervision especially if you are responsible for a variety of student projects.

Each of your peers would sign the peer review form (see p73) which is submitted and any reports which are prepared can be held in the on-call documents, listed as such and be quoted and analysed in the self-evaluation statement in your Teaching Profile. Your HoD can also be encouraged to comment on his or her knowledge of the quality of your supervision in the HoD's validation statement (if for a promotion application) or in the HoD's report (if for confirmation), with or without access to the reports in the on-call documents according to your wishes.

It is important that you give attention to the de-briefing process described in 4 above because peer review is too valuable and too demanding to be used only for promotion or confirmation procedures. Much can be learned from appropriate peer review.

Further guidance for peer review
To make the most out of peer review, it is suggested that collaborative partners consider seeking guidance. Please consult with HEDC.

Sample Forms for Peer Review of Teaching

- Sample Peer Review of Teaching Form

Sample Peer Review of Teaching Form

NAME: *Jane Spock*	Dept/School: *Historical Whotsits*

Peer Review of Teaching

The purpose of this form is to identify the parts of your teaching addressed through peer review in the last three years and the process you have used.

Papers for which you have used peer review:	*WHOT203*			
Approximate dates of peer review:	*9-4-05* *11-4-05*			
What aspects of your teaching were reviewed in each paper?				
Teaching (by observation)				
Course materials	✓			
Examination papers				
Student evaluations	✓			
Other (specify): *First Assignment*	✓			
Other (specify):				
Other (specify):				

Names of colleagues who assisted you with peer review:

NAME: *Assoc. Prof. Mary Kirk*	Dept/School: *Historical Whotsits*

Have you and your colleagues used the peer review process recommended in the HEDC Guidelines for the Evaluation of Teaching (Section 8).

(YES)/ NO

If you have not then please describe your scheme:

I endorse that I participated as described ....*Mary J Kirk   10-12-05*.........

I endorse that I participated as described ....

I endorse that I participated as described ....

Have you acted as a peer reviewer for any colleague in the last three years?   YES /(NO)

If yes then please indicate the number of colleagues reviewed. [ ]

The Otago Teaching Profile

9. The Otago Teaching Profile: Submission Requirements
(Reproduced as Appendix 3 in *Academic Staff Promotions Policy, March 2005*)

Introduction

As part of the documentation for promotion, confirmation and other appraisal decisions, academic staff are required to submit an Otago Teaching Profile. The Teaching Profile provides evidence of teaching performance and is outlined below. Detailed advice on the preparation of the Profile is available from the Higher Education Development Centre in the Guidelines for the Evaluation of Teaching, 2005 (sent to HoDs and online at http://hedc.otago.ac.nz/evaluation/index.asp).

The promotion documents (Figure 1) provide material for the *summative* judgement of teaching performance, however, the Teaching Profile derives from and is evidence of a *developmental* process – the staff member's reflection on data about their teaching, collected from various sources.
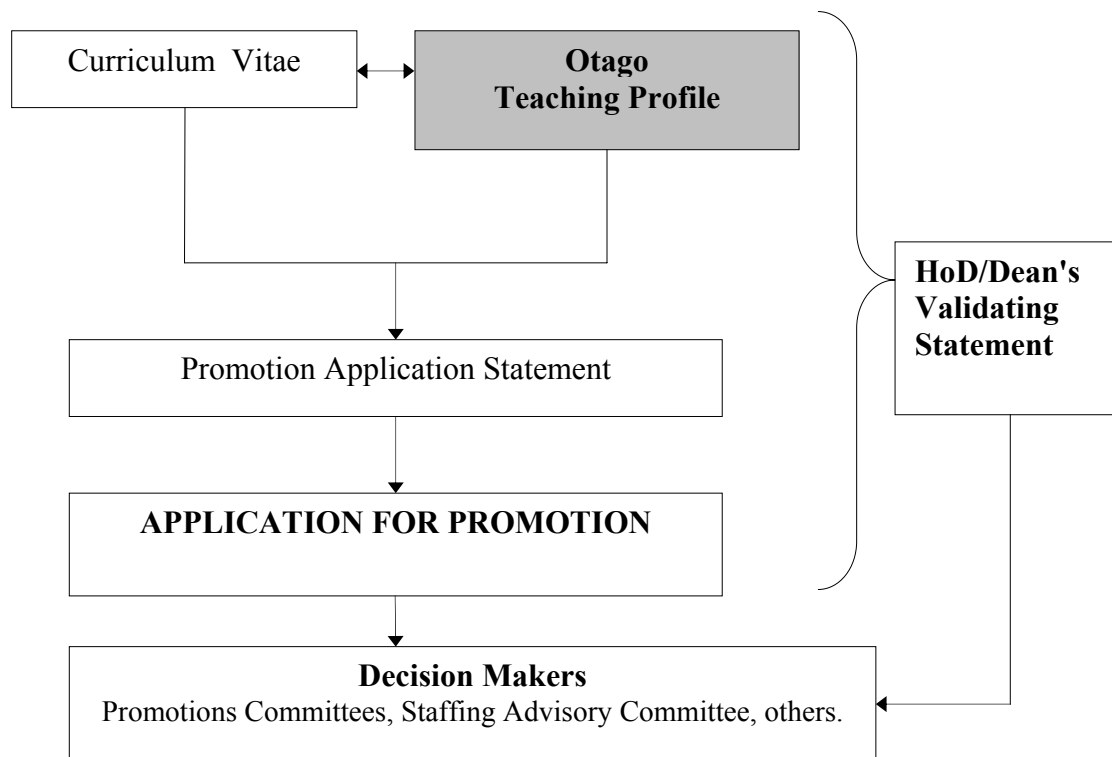
Figure 1: The Otago Teaching Profile and its Relation to Other Promotion Documentation

The Elements of the Otago Teaching Profile

The Otago Teaching Profile consists of a self-evaluation of teaching and supporting documents, which are submitted with the application for promotion. The on-call documents must be available if called for (Figure 2).
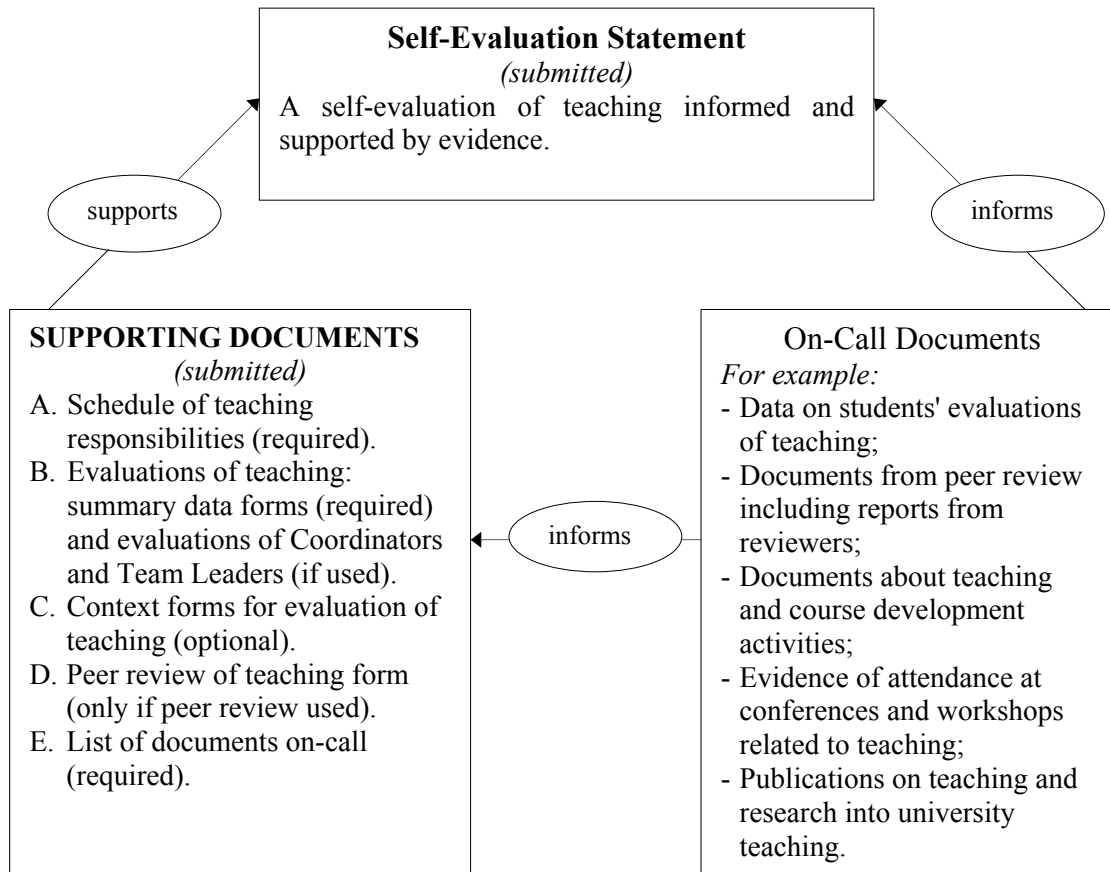
```
                    ┌──────────────────────────────────────┐
                    │     Self-Evaluation Statement        │
                    │           (submitted)                │
                    │   A self-evaluation of teaching      │
                    │   informed and supported by          │
                    │   evidence.                          │
                    └──────────────────────────────────────┘
           (supports)                          (informs)

┌─────────────────────────────┐      ┌─────────────────────────────┐
│  SUPPORTING DOCUMENTS        │      │     On-Call Documents       │
│        (submitted)           │      │  For example:               │
│  A. Schedule of teaching     │      │  - Data on students'        │
│     responsibilities         │      │    evaluations of teaching; │
│     (required).              │ ◄─(informs)─ - Documents from peer │
│  B. Evaluations of teaching: │      │    review including reports │
│     summary data forms       │      │    from reviewers;          │
│     (required) and           │      │  - Documents about teaching │
│     evaluations of           │      │    and course development   │
│     Coordinators and Team    │      │    activities;              │
│     Leaders (if used).       │      │  - Evidence of attendance   │
│  C. Context forms for        │      │    at conferences and       │
│     evaluation of teaching   │      │    workshops related to     │
│     (optional).              │      │    teaching;                │
│  D. Peer review of teaching  │      │  - Publications on teaching │
│     form (only if peer       │      │    and research into        │
│     review used).            │      │    university teaching.     │
│  E. List of documents        │      │                             │
│     on-call (required).      │      │                             │
└─────────────────────────────┘      └─────────────────────────────┘
```

Figure 2: The Components of the Otago Teaching Profile

Self-Evaluation Statement

The central feature of the Teaching Profile is a self-evaluation statement on the staff member's teaching (Figure 2), which should NOT exceed two sides of A4 paper (1.5 spacing, size 12 font). The self-evaluation statement is expected to emphasise what has been learned about teaching through reflection on data such as students' evaluations or other material in the supporting and/or the on-call documents. It may also refer to additional parts of the documentation for promotion, for example the Curriculum Vitae, to explain or draw attention to key issues. The content should complement rather than duplicate other material, such as the promotion application statement, that is submitted in the overall application (see Figure 1). The self-evaluation statement should include:

    i.   a summary of the staff member's personal views on teaching and evidence of how their teaching practices reflect those views;

    ii.   an explanation of what the staff member attempted to achieve in their teaching;

    iii.   a summary, with evidence, of how well they succeeded in achieving those aims, with particular reference to the quality of students' learning; and

iv.   the identification of goals for the further development of their teaching.

Supporting Documents
The supporting documents (items A-E in Figure 2) provide summaries of various materials relating to the staff member's teaching situation.

A   The *schedule of teaching responsibilities* provides a record of the range and level of the staff member's teaching and must be submitted.

B   The *evaluations of teaching: summary data forms*, present the student questionnaire data for each year. These will be provided to the staff member by HEDC and updated automatically as each set of questionnaires is processed. Contact HEDC (ext 7581) for summaries of surveys carried out in 2000, prior to the introduction of the new system. Data from "Evaluations of Co-ordinators and Team Leaders" (Section 7) may also be submitted.

C   The *context forms for evaluations of teaching* summarise the circumstances for each of the courses which have been evaluated. Although the context forms are optional they provide an opportunity to make clear the particular circumstances of the course.

D   The *peer review form* provides information on the nature of any peer review process used and is submitted only if peer review is undertaken. Data or additional documents relating to peer review including reports may be included in the on-call evidence (see Figure 2).

E   The *list of documents on-call* refers to material which the Committee may call for (see below). Each document should be listed with a title, year, and the number of pages.

The forms for items A, C, and D are available with the academic staff promotion papers on the University of Otago Website, on the Human Resources site at http://www.otago.ac.nz/humanresources under Policies and Procedures and at http://hedc.otago.ac.nz/evaluation/index.asp (click on Otago Teaching Profile (with forms for download) on left of screen).

On-Call Documents
The on-call documents (Figure 2) consist of the raw data from the student evaluations of teaching (supplied by HEDC at the time of the survey), and any other material which is referred to in the self-evaluation statement. Material not referred to in the self-evaluation statement should not be included. The HoD's validation statement should confirm the availability of the on-call documents.

Forms for The Otago Teaching Profile

- Context Form for Evaluation of Teaching (optional)

- Peer Review of Teaching (optional)

- Schedule of Teaching Responsibilities (required)

Context Form for Evaluation of Teaching (optional)

NAME:	Dept/School:

Context form for evaluations of teaching   Year:

THIS FORM IS OPTIONAL. The purpose of this form is to identify and describe the teaching conditions of the courses which have been evaluated and to provide an appropriate context for the interpretation of the results obtained from the students' evaluation of your teaching as presented on the attached summary form.

- *Use separate form for each year*
- *Use box 9 to expand on any item.*
- *If any response rate was less than 70%, please explain the reasons in box 9.*

Enter Paper Code ->

Enter Date of Survey ->

1 Is this the first time you have taught this course?	Yes / No / NA	Yes / No / NA	Yes / No / NA	Yes / No / NA
2 Is this the first time the course has been offered in the programme?	Yes / No / NA	Yes / No / NA	Yes / No / NA	Yes / No / NA
3 Has the course been modified significantly since it was last offered?	Yes / No / NA	Yes / No / NA	Yes / No / NA	Yes / No / NA
4 How long before the course began did you know you would be teaching?				
5 Is the course compulsory for the enrolled students?	Yes / No / NA	Yes / No / NA	Yes / No / NA	Yes / No / NA
6 How would you rate the difficulty of the course for students? Enter: 1 if the majority of students find the course difficult; 2 if about half of the students find it difficult; 3 if very few students find it difficult.				
7 Were you responsible for the design of the course including the assessment tasks?	Yes / No / NA	Yes / No / NA	Yes / No / NA	Yes / No / NA
8 Were you responsible for the development of the course materials?	Yes / No / NA	Yes / No / NA	Yes / No / NA	Yes / No / NA

9 Do you have any comments on any of these papers that could provide a better understanding of your teaching and/or evaluation situation?

Peer Review of Teaching (optional)

NAME:	Dept/School:

Peer Review of Teaching

The purpose of this form is to identify the parts of your teaching addressed through peer review in the last three years and the process you have used.

Papers for which you have used peer review:				
Approximate dates of peer review:				
What aspects of your teaching were reviewed in each paper?				
Teaching (by observation)				
Course materials				
Examination papers				
Student evaluations				
Other (specify):				
Other (specify):				
Other (specify):				

Names of colleagues who assisted you with peer review:

NAME:	Dept/School:

Have you and your colleagues used the peer review process recommended in the HEDC Guidelines for the Evaluation of Teaching (Section 8).

YES / NO

If you have not then please describe your scheme:

I endorse that I participated as described ....

I endorse that I participated as described ....

I endorse that I participated as described ....

Have you acted as a peer reviewer for any colleague in the last three years?   **YES / NO**

If yes then please indicate the number of colleagues reviewed.

Schedule of Teaching Responsibilities (required)

Schedule of teaching responsibilities in last 3 years
* indicates some explanation probably needed in written statement

Note: continue on a copy of this form if more space needed

Name:

Date:

Year	Paper or Course		Own teaching contributions				Leadership responsibilities		Teaching Evaluations		
2004 2003 2002	University Code	Enrolments (give best estimate)	Number of Lectures & Duration	Number of Tutorials & Duration	Number of Practicals & Duration	* Other Teaching Contribution	* Course Planner (Enter Y/N)	* Course Coordinator (Enter Y/N)	Date of Individual Teacher Qu'aire	Response Rate %	Report Attached (Y/N)

If necessary please complete further forms in order to provide full information

10.   Collecting Evidence for the Otago Teaching Profile

Introduction
In the *Otago Teaching Profile: Submission Requirements* (Appendix 3 of *Academic Staff Promotions Policy, March 2005*, and Section 9 of these guidelines) it is stated that:

> *The promotion documents provide material for the* summative *judgement of teaching performance, however, the Teaching Profile derives from and is evidence of a developmental process – the staff member's reflection on data about their teaching, collected from various sources.*

It should further provide a profile of the current state of your teaching, and suggest areas for future development. As evidence of development is required in the Teaching Profile, it is not sufficient to list a number of singular achievements as confirmation of your teaching performance.

Collecting evidence for your Otago Teaching Profile involves planning and carrying out a variety of summative and formative evaluations of your teaching across the period of time that your Profile will refer to (three years if for a promotion application). The evidence also includes the documentation of teaching-related activities such as participation in professional development workshops, attendance at conferences, or publications and research into university teaching.

Section 1 of these guidelines describes the generic structure of evaluation processes. In this section we will consider the evaluation process as it relates to the preparation of a Profile for promotion, progression, confirmation or annual performance appraisal purposes.

Preplanning evaluation
Before entering into the cycle of evaluations which will contribute to your Teaching Profile, it may be useful to engage in some of the following activities:

- review University policy on teaching, including *The Teaching and Learning Plan*, *Strategic Direction to 2005*, *University of Otago Statement of Objectives* and the University's promotion criteria or confirmation requirements appropriate to your level;
- read Section 2 of these guidelines, on what constitutes good teaching at the University;
- read a brief introduction to the evaluation of teaching, such as Section 1 of these guidelines (see also the Recommended Reading list);
- consider what theories or beliefs underpin your teaching;
- make an initial assessment of strengths and weaknesses in your teaching in terms of how well you are achieving your objectives.

The first point is particularly important. The Teaching Profile will usually be prepared for a formal procedure such as promotion or confirmation and it is therefore sensible to familiarise yourself with the University requirements for your level of teaching and the various documents relating to the University's strategic direction with regard to teaching and learning.

Evaluation in relation to the Otago Teaching Profile
The Otago Teaching Profile emphasises both achievement in teaching and the ongoing development of teaching. Good teaching is inseparable from development and the continual improvement of one's teaching is an integral part of being a good teacher. The Teaching Profile requires that we analyse our achievements as teachers in the context of what we are seeking to achieve and the development needs we have.

While the distinction that was made in Section 1 between summative and formative evaluation is useful, it is important to note that most meaningful evaluation contains both formative and summative elements. Student ratings of teaching may be used for summative purposes as in promotion, but they are also formative when used to reflect critically on our teaching. Formative evaluations demonstrate achievements when they are linked to improvements in teaching practice.

Effective formative evaluation is itself a part of good teaching. When preparing your Teaching Profile you are encouraged to use the results of formative evaluations such as course development questionnaires (Section 6) and informal evaluations (Sections 3 and 4) to support your self-evaluation statement: what you have learned, what you have changed, and what you have achieved as a result of this. Nevertheless, it is often the formative aspects of summative evaluations such as student surveys of our teaching which have the greatest impact on our evaluation practice. We must constantly seek ways to improve our teaching, even while we are concentrating on our achievements.

How does this translate into practice? It means that we need to approach the results of all our evaluations critically, asking what they tell us, what changes we need to make to our teaching practice and what they mean for our ongoing evaluation plans. If we are successful in an area, then there is little point reevaluating that area again and again. Similarly, if we receive poor evaluations for some part of our teaching, and seek to improve, then we need to reevaluate to gauge the effect of changes we have made. Evaluation is an ongoing cycle of learning and change resulting from that learning, which along the way provides summative evidence of the state of our teaching (Figure 6).

Documentation
Because of the emphasis that the system places on development over a relatively long time period, it is sensible to keep track of relevant documents as they come to hand, rather than trying to collect them at the time of preparing the Teaching Profile. These might include items such as:

- Course materials (handouts, assignments, exam questions, online learning materials, etc);
- Evidence of attendance at conferences and workshops;
- Peer review documents;
- Data on student evaluations of teaching;
- Evaluation of teaching summary data forms and accompanying context forms;
- Publications on university teaching.

It may also be useful to keep notes relating to teaching and the evaluation of teaching which may aid in the preparation of the self-evaluation statement, for example, evaluation results or changes to your teaching which you consider significant. For convenience, you might dedicate a box or file to all relevant documents.
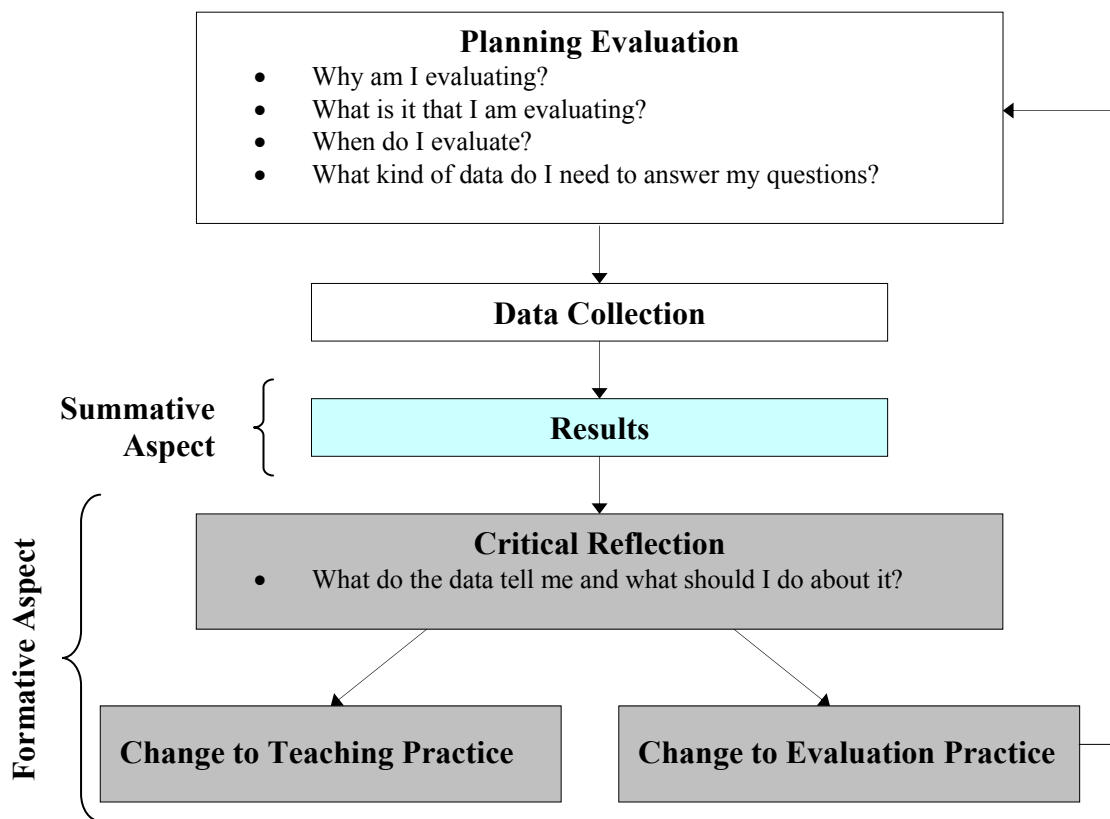
Figure 6. The evaluation cycle

11. Preparing the Otago Teaching Profile

Introduction
This section provides guidance on assembling the Otago Teaching Profile. It assumes that relevant documents and evidence have been collected to support the Profile (see Section 10).

Assembling preliminary evidence
When preparing the Teaching Profile, it is probably easiest to begin by gathering together most of the supporting documents which are to be submitted. The list of on-call documents can wait until later (see below). You will need to submit:

- Evaluations of Teaching: Summary Data sheets (provided by HEDC);
- Context Forms for Evaluations of Teaching (optional);
- Evaluation of Coordinators and Team Leaders: summary data sheets (if used);
- Peer Review of Teaching Form (if peer review was used);
- Schedule of Teaching Responsibilities.

If the *Schedule of Teaching Responsibilities* has not been completed then this should be filled in now. Context forms for each of your courses which have been evaluated may also be completed if you wish. The *Peer Review of Teaching Form* should only be completed if you have undergone peer review, and wish to refer to it in your self-evaluation statement, or present peer review material in your on-call documents. It may also be useful to have your Curriculum Vitae on hand, as well as any notes you have collected during the course of your evaluation and teaching. The self-evaluation statement can then be written with reference to these items, and any other evidence from your collected documentation (Figure 7). The headings provided under 'Self-Evaluation Statement' in Section 9 will provide a helpful guide.
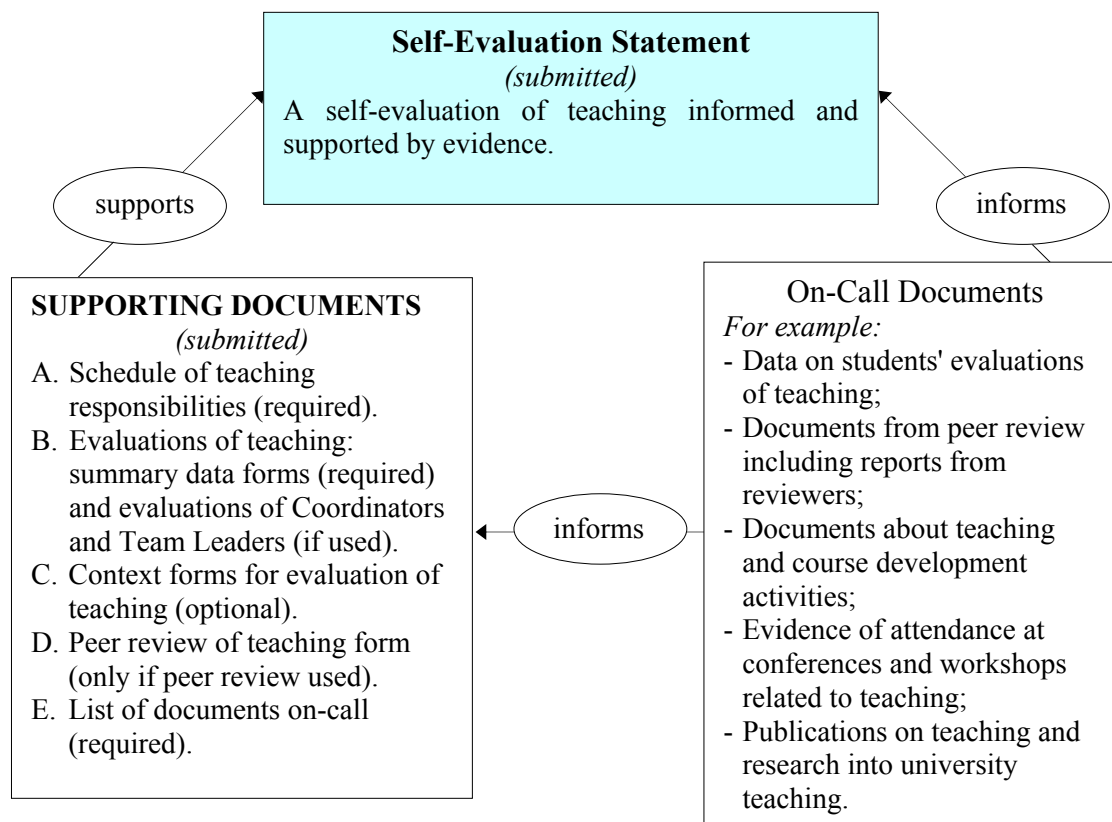

Self-Evaluation Statement
(submitted)
A self-evaluation of teaching informed and supported by evidence.

supports

informs

SUPPORTING DOCUMENTS
(submitted)
A. Schedule of teaching responsibilities (required).
B. Evaluations of teaching: summary data forms (required) and evaluations of Coordinators and Team Leaders (if used).
C. Context forms for evaluation of teaching (optional).
D. Peer review of teaching form (only if peer review used).
E. List of documents on-call (required).

informs

On-Call Documents
For example:
- Data on students' evaluations of teaching;
- Documents from peer review including reports from reviewers;
- Documents about teaching and course development activities;
- Evidence of attendance at conferences and workshops related to teaching;
- Publications on teaching and research into university teaching.

Figure 7. The components of the Otago Teaching Profile and their relations to one another

Preparation of the Self-Evaluation Statement
The purpose of the self-evaluation statement is to describe your views on teaching: what you have tried to achieve in your teaching, how well you have succeeded in this, and further goals for your future development. The self-evaluation statement should take cognisance of University policy on teaching and learning. It is not meant to be merely a description of what you have done, but rather an analysis of your data and a summary of key elements in that data. It should also address the relevant criteria or objectives which apply to the process it is being used for, whether that be promotion, progression, confirmation or performance appraisal.

As you prepare your self-evaluation statement you may find it helpful to address the following aspects of teaching.

a.   Planning for Teaching
        This aspect includes the whole range of activities which you undertake prior to teaching, including course design, obtaining and developing resources, administration, and teaching team briefings etc.

b.   Your Teaching Practice
        This aspect includes the whole range of activities which occur during teaching including ways in which you interact with students, assessment of student learning, and the provision of feedback, and evaluation etc.

c.   Developmental Activities
        Includes attendance at seminars, workshops or conferences on teaching, peer review, and informal methods of evaluation.

d.   Leadership in Teaching
        Leadership may include coordinating courses and programmes, ways in which you have supported the development of teaching in your School or Department, such as leading a discussion, mentoring junior colleagues, acting as a peer evaluator for other teachers, active participation at conferences on teaching, publishing etc.

Completing the Otago Teaching Profile
On completion of the self-evaluation statement, a *list of documents on call* should be compiled, of material referred to in the self-evaluation which will not be submitted with the application for promotion (Appendix 3 of *Academic Staff Promotions Policy, March 2005*, and Section 9 of these guidelines). This list completes the submitted supporting documents above. The on-call documents should be sorted into a file and **should only include those items referred to in the self-evaluation statement**.

If you are preparing an application for promotion, the written application statement will need to refer to your self-evaluation statement. It may be preferable to write this after completing your Teaching Profile. The completed Teaching Profile should then be passed to the HoD, along with other promotion documents, for the HoD's validation statement.

Recommended Reading

Biggs J. (2003) *Teaching for Quality Learning at University*, Open University Press: Society for Research into Higher Education.
- John Biggs provides an accessible book for university teachers that provides a framework that will inform their own decision making. His focus is on students and providing a quality learning experience for them.

Boyer, E.L. (1997) *Scholarship Reconsidered. Priorities of the Professoriate.* Princetown, NJ: Carnegie Foundation for the Advancement of Learning.
- A controversial book that triggered an important debate about the reconceptualisation of academic work.

Cross, K. P., & Angelo, T. A. (1988). *Classroom Assessment Techniques. A Handbook for Faculty.* University of Michigan: National Center for Research to Improve Postsecondary Teaching and Learning.
- In this handbook, Cross and Angelo provide us with a repertoire of strategies for evaluating what our students are learning and how they are going about it. The strategies are well described, simple to prepare and quick to use.

Gibbs, G., Habeshaw, S., & Habeshaw, T. (1988). *53 Interesting Ways to Appraise Your Teaching.* Bristol: Technical & Educational Services, Ltd.
- This excellent guide provides us with different strategies to evaluate our teaching. As with the Cross and Angelo guide they are easy to prepare and simple to use.

Harvey L and Knight P. (1996) *Transforming Higher Education.* Open University Press: Society for Research into Higher Education.
- An influential book which argues that the driving force behind educational change should be the desire to improve the quality of student learning. Includes chapters on research into student learning, teaching, and assessment.

Laurillard, D.(2002) *Rethinking University Teaching.* London: Routledge.
- This book explores the potential of technological media to improve student learning and teaching efficiency. It stimulated an important debate on the role and structure of universities in the future.

Ramsden, P. (2003). *Learning to Teach in Higher Education.* London: Routledge.
- This extremely useful book was written especially for university teachers. Its main theme is concerned with teaching that focuses on students' experiences.

Toohey S. (1999) *Designing Courses for Higher Education.* Open University Press: Society for Research into Higher Education.
- This book looks at strategic decisions which have to be made before a course begins and provides realistic advice for university teachers on how to design more effective courses. Toohey also explores some of the challenges involved in leading course design teams.

APPENDICES

APPENDIX 1: Instructions and catalogue of questions for a Student Questionnaire to Evaluate an Individual Teacher
(see Section 5)

Student Questionnaire to Evaluate
an Individual Teacher

Instructions

Each questionnaire must consist of 10 questions.

The first five questions are compulsory and will be included automatically, please choose five additional questions from the pool.

Questions marked with an * (q11, q16, q18, q43, q46) will be customised to your teaching situation. If you use any of these questions, then please indicate your preferred option from the underlined text. The options you have not chosen will be removed.

You are encouraged to select questions that best reflect your teaching situation in the paper or clinical attachment which is to be evaluated. For example, if you are involved in small group teaching, you may wish to include questions 9, 12, 19, 26, and 42. If you teach in clinical settings you may wish to choose questions 10, 11, 16, 18, and 42. Please note that these are suggestions only.

GENERIC QUESTIONS (will be included automatically)

1.	How organised have you found Dr Spock's contribution to this course?	Well organised	1 2 3 4 5	Disorganised
2.	How would you rate Dr Spock's ability to communicate ideas and information?	Excellent	1 2 3 4 5	Poor
3.	How much has Dr Spock stimulated your interest in the subject?	Very much	1 2 3 4 5	Not at all
4.	How would you describe Dr Spock's attitude toward students in this course?	Very helpful	1 2 3 4 5	Not at all helpful
5.	Overall, how effective have you found Dr Spock in teaching this course?	Very effective	1 2 3 4 5	Not at all effective

ADDITIONAL QUESTIONS (Choose any five from following questions)

TEACHING STRATEGIES

6.	Were the expectations for this course/ section of the course clearly outlined by Dr Spock?	Very clearly	1 2 3 4 5	Not at all clearly
7.	How effectively did Dr Spock structure each session?	Very effectively	1 2 3 4 5	Not at all effectively
8.	Did Dr Spock make good use of examples, illustrations, or other techniques to explain difficult concepts?	Regularly	1 2 3 4 5	Rarely
9.	How effective was Dr Spock in initiating relevant discussion?	Very effective	1 2 3 4 5	Not at all effective
10.	How effective was Dr Spock in modelling appropriate professional behaviours and attitudes?	Very effective	1 2 3 4 5	Not at all effective
*11.	How well did Dr Spock integrate theory and practice in the clinical/practical/field-based/ laboratory setting?	Very well	1 2 3 4 5	Poorly
12.	How successful was Dr Spock in encouraging your participation?	Very successful	1 2 3 4 5	Not at all successful
13.	How successful was Dr Spock in encouraging you to work as part of a team?	Very successful	1 2 3 4 5	Not at all successful
14.	Did Dr Spock create a learning environment in which you felt comfortable?	Very much so	1 2 3 4 5	Not at all
15.	How successful was Dr Spock in encouraging you to work collaboratively?	Very successful	1 2 3 4 5	Not at all successful
*16.	Did Dr Spock provide adequate instructions for proceeding with clinical/practical/field-based/ laboratory work?	Most of the time	1 2 3 4 5	Rarely
17.	Did Dr Spock link practical work and information provided in readings and lectures?	Regularly	1 2 3 4 5	Rarely

*18. | Did Dr Spock encourage you to think through <u>clinical/practical</u> problems for yourself? | Very often | 1 2 3 4 5 | Seldom

19. | Did Dr Spock raise challenging questions in class? | Very often | 1 2 3 4 5 | Seldom

20. | Did Dr Spock achieve a good balance between teacher contribution and student participation? | Very good | 1 2 3 4 5 | Poor

21. | How well did Dr Spock integrate Mäori cultural and philosophical values into his/her teaching? | Very well | 1 2 3 4 5 | Poorly

22. | Did Dr Spock make you aware of safety issues and procedures? | Very much so | 1 2 3 4 5 | Not at all

23. | Did Dr Spock value the knowledge and experience you brought to class? | Regularly | 1 2 3 4 5 | Rarely

STUDENT LEARNING

24. | How helpful was Dr Spock in assisting you to become familiar with research in the field? | Very helpful | 1 2 3 4 5 | Not at all helpful

25. | How effective was Dr Spock in helping you to develop your critical and analytical skills? | Very effective | 1 2 3 4 5 | Not at all effective

26. | How successful was Dr Spock in helping you to improve your ability to work independently? | Very successful | 1 2 3 4 5 | Not at all successful

27. | Was Dr Spock effective in helping you to integrate theory and practice? | Very effective | 1 2 3 4 5 | Not at all effective

28. | How effective was Dr Spock in helping you to develop the practical skills required in this course? | Very effective | 1 2 3 4 5 | Not at all effective

29. | How effective was Dr Spock in facilitating the development of your professional competencies? | Very effective | 1 2 3 4 5 | Not at all effective

30. | How successful was Dr Spock in helping you to learn how to learn? | Very successful | 1 2 3 4 5 | Not at all successful

31. | Did Dr Spock help you to improve your communication skills? | Definitely | 1 2 3 4 5 | Not at all

32. | Did you find Dr Spock's field trip to be a valuable learning experience? | Extremely valuable | 1 2 3 4 5 | Not at all valuable

33. | Did Dr Spock encourage you to develop new viewpoints and appreciations? | Frequently | 1 2 3 4 5 | Rarely

34. | Did Dr Spock help you to develop confidence to use what you learned in class, in other situations? | Very much so | 1 2 3 4 5 | Not at all

ASSESSMENT

35.	Did Dr Spock provide constructive feedback on assessment tasks?	Very much so	1 2 3 4 5	Not at all
36.	Did you find the workload required in Dr Spock's course / section of the course reasonable?	Very reasonable	1 2 3 4 5	Not at all reasonable
37.	Were the criteria for each assessment task clearly outlined by Dr Spock?	Yes, very clearly	1 2 3 4 5	Not at all clearly
38.	How would you rate the clarity of Dr Spock's test/assignment questions?	Excellent	1 2 3 4 5	Very poor
39.	Did Dr Spock return assignments within a reasonable timeframe?	Regularly	1 2 3 4 5	Rarely
40.	How well did Dr Spock's assignments relate to other aspects of the course?	Very well	1 2 3 4 5	Not at all well

PROFESSIONAL ATTITUDES

41.	How accessible was Dr Spock to students?	Very accessible	1 2 3 4 5	Not at all accessible
42.	How sensitive was Dr Spock to cultural differences?	Very sensitive	1 2 3 4 5	Not at all sensitive
*43.	How helpful was Dr Spock in facilitating your contact with patients/clients/pupils/subjects?	Very helpful	1 2 3 4 5	Not at all helpful
44.	Did Dr Spock treat students fairly and with respect?	Always	1 2 3 4 5	Seldom
45.	Was Dr Spock receptive to differing viewpoints or opinions?	Very much so	1 2 3 4 5	Not at all
*46.	Did Dr Spock treat the patient/client in a professional manner?	Always	1 2 3 4 5	Seldom

RESOURCES

47.	Did Dr Spock use appropriate resources (print, OHTs, videos, CD-ROM, etc.) to enhance your understanding of this course?	Definitely	1 2 3 4 5	Not at all
48.	Was the course material provided by Dr Spock structured in an appropriate manner?	Definitely	1 2 3 4 5	Not at all
49.	Did Dr Spock make sure that the necessary materials and equipment for practical sessions were available?	Always	1 2 3 4 5	Never
50.	How valuable were Dr Spock's handouts as aids to learning?	Extremely valuable	1 2 3 4 5	Not at all valuable

APPENDIX 2: Catalogue of questions for a Student Questionnaire to Evaluate a Course

(see Section 6)

STUDENT OUTCOMES AND EFFORT

Overall

1. How valuable do you consider this course has been for you?   Extremely valuable 1 2 3 4 5 Not at all valuable

Knowledge and Intellectual Skill

2. How much do you feel you have learned or accomplished in the course?   A great deal 1 2 3 4 5 Very little

3. I have become more competent in this area due to this course: To a great extent 1 2 3 4 5 Not at all

4. How much factual material did you learn in this course?   A great deal 1 2 3 4 5 Very little

5. Did this course improve your understanding of concepts and principles in this field?   Yes, greatly 1 2 3 4 5 No, not at all

6. Can you now identify main points and central issues in this field?   Yes, clearly 1 2 3 4 5 No, not very well

7. Did you gain skill in applying principles from this course to new situations?   Yes, greatly 1 2 3 4 5 No, not at all

8. How valuable was this course in terms of developing new skills and techniques?   Extremely valuable 1 2 3 4 5 Not at all valuable

9. Did you improve your ability to solve real problems in this field?   Yes, greatly 1 2 3 4 5 No, not at all

10. I developed the ability to recognise good arguments in this field: To a great extent 1 2 3 4 5 Not at all

11. Did you improve your ability to evaluate research in this field?   Yes, greatly 1 2 3 4 5 No, not at all

12. Did you improve your ability to carry out original research in this field?   Yes, greatly 1 2 3 4 5 No, not at all

13. How much has this course improved your aesthetic judgement?   Greatly 1 2 3 4 5 Not at all

14. Has this course encouraged you to develop original ideas?   Yes, greatly 1 2 3 4 5 No, not at all

15. This course enhanced my creative abilities: Greatly 1 2 3 4 5 Not at all

16. Did you improve your ability to communicate clearly about this subject?   Yes, greatly 1 2 3 4 5 No, not at all

17. Has your ability to express ideas in writing been strengthened through this course?   Yes, greatly 1 2 3 4 5 No, not at all

Interests and Curiosity

18. Did this course increase your interest in the subject matter?

    Yes, greatly 1 2 3 4 5 No, not at all

19. I enjoyed learning about this subject matter:

    Very much 1 2 3 4 5 Not at all

20. Has this course stimulated your interest in taking additional related courses?

    Yes, greatly 1 2 3 4 5 No, definitely not

21. Were you stimulated to discuss course topics with friends outside of class?

    Yes, often 1 2 3 4 5 No, never

22. How much extra reading about the course material were you stimulated to do?

    A large amount 1 2 3 4 5 None

23. Did your interest in this course increase or decrease as the course progressed?

    Greatly increased 1 2 3 4 5 Greatly decreased

24. How much did this course challenge you to think?

    A great deal 1 2 3 4 5 Very little

Social and Personal Skills and Attitudes

25. I developed some leadership skills because of this course:

    To a great extent 1 2 3 4 5 Not at all

26. Did you learn to value new viewpoints because of this course?

    Yes, definitely 1 2 3 4 5 No, not at all

27. Has this course made you more aware and concerned about societal problems?

    Yes, greatly 1 2 3 4 5 No, not at all

28. Has this course helped you to understand yourself better?

    Yes, greatly 1 2 3 4 5 No, not at all

29. Has this course made you more aware of your interests and talents?

    Yes, much more 1 2 3 4 5 No, not at all

30. Has this course helped you develop a greater sense of professional responsibility?

    Yes, greatly 1 2 3 4 5 No, not at all

31. Has this course helped you develop more confidence in yourself?

    Yes, greatly 1 2 3 4 5 No, not at all

Student Participation and Effort

32. How much effort did you put into this course?

    A great deal 1 2 3 4 5 Very little

33. How appropriate was your background or preparation for this course?

    Very appropriate 1 2 3 4 5 Very inappropriate

34. I prepared before coming to class:

    Always 1 2 3 4 5 Never

35. How well did you keep up with the work in this course?

    Very well 1 2 3 4 5 Not at all well

36. How often had you completed assigned reading before discussion in class?

    Always 1 2 3 4 5 Never

37. I sought help when I didn't understand the material:

    Always 1 2 3 4 5 Never

38. Did you actively participate in class activities?

    Yes, often 1 2 3 4 5 No, never

39. Did you actively participate in class   Yes, often 1 2 3 4 5 No, never
     discussions?

40. How much suggested or other non-required   A great deal 1 2 3 4 5 None
     reading did you do for this course?

INSTRUCTOR SKILLS AND ATTITUDES

Overall

41. Rate the contribution of the lecturer to   Excellent 1 2 3 4 5 Poor
     this course:

42. How effective was the lecturer in teaching   Very effective 1 2 3 4 5 Very ineffective
     this course?

Organisation and Presentation Skills

43. How would you characterise the lecturer's   Excellent 1 2 3 4 5 Very poor
     ability to explain?

44. As a class leader, the lecturer was: Very effective 1 2 3 4 5 Very ineffective

45. Did the lecturer seem well prepared   Yes, always 1 2 3 4 5 No, never
     for classes?

46. The lecturer's knowledge of course topics   More than adequate 1 2 3 4 5 Inadequate
     appeared to be:

47. The lecturer's lectures seemed well organised: Always 1 2 3 4 5 Never

48. The lecturer gave an overview at the start   Always 1 2 3 4 5 Never
     of class presentations:

49. The lecturer summarised material presented   Always 1 2 3 4 5 Never
     in class sessions:

50. The lecturer changed approaches when the   Always 1 2 3 4 5 Never
     occasion demanded it:

51. The lecturer presented material at a level   Almost always 1 2 3 4 5 Almost never
     appropriate to the class:

52. The lecturer seemed to sense when students   Almost always 1 2 3 4 5 Almost never
     did not understand:

53. The lecturer recognised students' difficulties Almost always 1 2 3 4 5 Almost never
      in understanding new material:

54. The lecturer varied the tempo of the class   Very well 1 2 3 4 5 Very poorly
     to suit the content and student needs:

55. The lecturer clearly indicated what was   Always 1 2 3 4 5 Never
     important to learn in each class session:

56. The lecturer's presentations allowed me to   Almost always 1 2 3 4 5 Almost never
     take good notes:

57. The lecturer's presentation of abstract   Very clear 1 2 3 4 5 Very unclear
     ideas, concepts, and theories was:

58. The lecturer was able to explain difficult   Almost always 1 2 3 4 5 Almost never
     material to my satisfaction:

59. The lecturer was able to answer questions clearly and concisely: Almost always 1 2 3 4 5 Almost never

60. The lecturer clearly explained relationships among course topics: Frequently 1 2 3 4 5 Never

61. Where possible, the lecturer broke down complex topics for easier explanation: Always 1 2 3 4 5 Never

62. The lecturer explained new ideas by relating them to familiar concepts: Often 1 2 3 4 5 Seldom

63. Did the lecturer make good use of examples and illustrations?   Yes, often 1 2 3 4 5 No, very seldom

64. The lecturer's examples were usually: Very appropriate 1 2 3 4 5 Inappropriate

Basic Communication Skills

65. The lecturer's use of the blackboard was: Very effective 1 2 3 4 5 Very poor

66. The lecturer's use of the overhead projector was: Very effective 1 2 3 4 5 Very poor

67. I could clearly hear what the lecturer was saying: Almost always 1 2 3 4 5 Almost never

68. Was the lecturer's speech easy to understand?   Very easy 1 2 3 4 5 Very difficult

69. The lecturer generally spoke: Too fast 1 2 3 4 5 Too slowly

70. The lecturer looked at the class while speaking: Most of the time 1 2 3 4 5 Rarely

71. The lecturer exhibited annoying mannerisms   Frequently 1 2 3 4 5 Never

Motivation and Stimulation

72. The lecturer stimulated my interest in the subject: Very much 1 2 3 4 5 Not at all

73. Did the lecturer help motivate you to do your best work?   Yes, very well 1 2 3 4 5 No, not at all

74. The lecturer stimulated my intellectual curiosity: Frequently 1 2 3 4 5 Almost never

75. How interesting were the lecturer's presentations?   Very interesting 1 2 3 4 5 Very boring

76. In this course, I felt challenged and motivated to learn: Almost always 1 2 3 4 5 Almost never

77. The lecturer held the attention of the class: Very well 1 2 3 4 5 Very poorly

78. How enthusiastic did the lecturer seem to be about teaching this course?   Very enthusiastic 1 2 3 4 5 Very unenthusiastic

79. Did the lecturer relate course content to recent developments/issues, where possible?   Yes, frequently 1 2 3 4 5 No, hardly ever

80. The lecturer used humour effectively: Frequently 1 2 3 4 5 Never

81. Did the lecturer encourage students to think for themselves?   Yes, consistently 1 2 3 4 5 No, not at all

82.	The lecturer encouraged development of new viewpoints and appreciations:	Very much	1 2 3 4 5 Very little
83.	The lecturer encouraged students to develop their own ideas and approaches to problems:	Frequently	1 2 3 4 5 Never

Discussion and Student Involvement

84.	Was class discussion a valuable part of this course?	Yes, very valuable	1 2 3 4 5 No, of little value
85.	Did the lecturer raise challenging questions in class?	Yes, very often	1 2 3 4 5 No, seldom
86.	Class discussion topics were:	Very well chosen	1 2 3 4 5 Poorly chosen
87.	Questions presented to the class to generate discussion were generally:	Too specific	1 2 3 4 5 Too vague
88.	The lecturer initiated fruitful and relevant discussions:	Frequently	1 2 3 4 5 Never
89.	Class discussion had clear direction and purpose:	Almost always	1 2 3 4 5 Almost never
90.	Was a good balance of student participation and lecturer contribution achieved?	Yes, very good	1 2 3 4 5 No, very poor
91.	Did the lecturer try to involve all students in class activities?	Yes, consistently	1 2 3 4 5 No
92.	How often was discussion monopolised by only one or a few students?	Almost always	1 2 3 4 5 Almost never
93.	How often did the lecturer encourage interaction among students?	Frequently	1 2 3 4 5 Never
94.	How often did the lecturer encourage class members to work as a team?	Frequently	1 2 3 4 5 Never
95.	Was the lecturer receptive to differing viewpoints or opinions?	Yes, always	1 2 3 4 5 No, never
96.	The lecturer encouraged students to present their own opinions or experiences:	Frequently	1 2 3 4 5 Never

Attitudes Toward, and Rapport with, Students

97.	How would you describe the lecturer's attitude toward students in the course?	Very helpful	1 2 3 4 5 Indifferent
98.	Did the lecturer treat students fairly and with respect?	Yes, always	1 2 3 4 5 No, never
99.	Did the lecturer seem genuinely concerned about each student's progress?	Yes, very much so	1 2 3 4 5 No, not at all
100.	How conscientious was the lecturer about his/her teaching responsibilities?	Very conscientious	1 2 3 4 5 Very negligent
101.	Did the lecturer promote an atmosphere conducive to work and learning?	Yes, very much so	1 2 3 4 5 No, not at all
102.	The relationship between lecturer and class generally seemed:	Comfortable	1 2 3 4 5 Tense or hostile

103. Did the lecturer's personality interfere with his/her teaching?   Yes, a great deal 1 2 3 4 5 No, not at all

104. The lecturer was sensitive to student needs and concerns: Almost always 1 2 3 4 5 Almost never

105. How patient was the lecturer in working with you?   Very patient 1 2 3 4 5 Very impatient

106. How helpful was the lecturer to students with problems?   Very helpful 1 2 3 4 5 Not at all helpful

107. How accessible was the lecturer to students outside class hours?   Very accessible 1 2 3 4 5 Very inaccessible

108. Did the lecturer seem willing to spend extra time with students?   Very willing 1 2 3 4 5 Very unwilling

109. Evaluations of my work were made in a constructive manner: Almost always 1 2 3 4 5 Almost never

110. The lecturer praised student efforts, where appropriate: Frequently 1 2 3 4 5 Never

111. Students felt free to interrupt presentations if points needed clarification: Always 1 2 3 4 5 Never

112. The lecturer listened attentively to what class members had to say: Always 1 2 3 4 5 Never

113. Students could debate with each other or the lecturer in a non-threatening atmosphere: Always 1 2 3 4 5 Never

---

COURSE ORGANISATION, COMPONENTS, REQUIREMENTS, AND MATERIALS

Course Planning and Organisation

114. The course seemed: Very well organised 1 2 3 4 5 Very disorganised

115. What the lecturer expected of students was: Very clear 1 2 3 4 5 Very unclear

116. Was there agreement between announced course objectives and what was taught?   Strong agreement 1 2 3 4 5 Little agreement

117. Did the lecturer follow a course outline?   Yes, very closely 1 2 3 4 5 No, not at all

118. Teaching methods used in this course seemed: Very well chosen 1 2 3 4 5 Poorly chosen

119. The lecturer coordinated the different activities of this course: Very well 1 2 3 4 5 Very poorly

120. The balance among activities (lectures, practical work, reading, assignments, etc.) was: Very satisfactory 1 2 3 4 5 Very unsatisfactory

121. Topics and activities were presented in a logical and coherent sequence: Almost always 1 2 3 4 5 Almost never

122. Do you feel the lecturer needs to plan the use of class time better?   Yes, much better 1 2 3 4 5 Definitely not

123. Did you feel class time was spent on unimportant and irrelevant material?   Yes, often 1 2 3 4 5 No, never

124. Should more/less class time be used to review and synthesise course material?   Much more time 1 2 3 4 5 Much less time

125. The amount of class time allotted to question and discussion was: Much too great   1 2 3 4 5   Much too small

126. Classroom facilities were: Very good   1 2 3 4 5   Very poor

127. The number of students in the class was: Too large   1 2 3 4 5   Too small

128. How effectively was team teaching used in this course?   Very effectively   1 2 3 4 5   Very ineffectively

129. The different lecturers coordinated their teaching: Very well   1 2 3 4 5   Very poorly

130. How did lectures relate to material in textbooks and other readings?   Too much overlap   1 2 3 4 5   Too unrelated

131. Should the lecturer give the class more or less direction and guidance?   Much more guidance   1 2 3 4 5   Much less guidance

132. Would you appreciate more advice on how to study for this course?   Yes, much more   1 2 3 4 5   No

Course Content

133. What is your opinion about the objectives for this course?   Very well chosen   1 2 3 4 5   Poorly chosen

134. How do you view the orientation of course content?   Too theoretical   1 2 3 4 5   Too applied

135. How do you view the level of course content?   Too advanced   1 2 3 4 5   Too elementary

136. How difficult was the course material for you?   Much too hard   1 2 3 4 5   Much too easy

137. How do you view the scope of the course?   Much too broad   1 2 3 4 5   Much too narrow

138. In my view, the course attempted to cover: Much too much   1 2 3 4 5   Much too little

139. How suitable for you was the pace of the course?   Much too fast   1 2 3 4 5   Much too slow

140. Did this course repeat material which you had been taught in other courses?   Yes, considerably   1 2 3 4 5   No, not at all

Overall Course Workload

141. How much work did this course require?   Much too much   1 2 3 4 5   Much too little

142. The amount of work outside class required for this course was: Very excessive   1 2 3 4 5   Very small

Assignments, Problem Sets, and Projects

143. The time and effort devoted to completing written assignments was: Very well spent   1 2 3 4 5   Wasted

144. Regular small problem sets or assignments were: Very valuable   1 2 3 4 5   Worthless

145. Regular small problem sets or assignments were: Very demanding   1 2 3 4 5   Straightforward

146. How worthwhile did you find the written assignments (essays, reports, etc.)?   Very worthwhile   1 2 3 4 5   Worthless

147. Did the written assignments (essays, problem sets, etc.) seem well chosen?   Yes, very well   1 2 3 4 5   No, poorly

148. The time and effort required by written assignments was generally: Too great   1 2 3 4 5   Too little

149. How well did your lecturer relate assignments to other aspects of the course?   Very well   1 2 3 4 5   Very poorly

150. How did you find the written assignments?   Very stimulating   1 2 3 4 5   Boring

151. Did the lecturer permit enough freedom in choosing topics for assignments?   Ample freedom   1 2 3 4 5   Too little freedom

152. Were you given sufficient creative freedom in writing assignment?   Yes, plenty   1 2 3 4 5   No, too little

153. Were instructions for assignments clear and specific?   Yes, always   1 2 3 4 5   No, never

154. Would you have appreciated more guidance on how to write good assignments?   Yes, much more   1 2 3 4 5   No

155. Adequate time was allowed for completing assignments: Always   1 2 3 4 5   Never

156. Were written assignments returned promptly?   Yes, always   1 2 3 4 5   No, never

157. The major project was: Very valuable   1 2 3 4 5   Of little value

158. The degree of emphasis placed on the major project was: Much too great   1 2 3 4 5   Much too small

159. The assignments/projects have improved my understanding of concepts and principles: A great deal   1 2 3 4 5   Very little

160. How demanding was the lecturer about assignment formats, due dates, etc.?   Too demanding   1 2 3 4 5   Too generous

Tests and Examinations

161. How adequate was the lecturer's guidance in preparing students for tests/exams?   More than adequate   1 2 3 4 5   Clearly inadequate

162. How many tests/exams were given?   Too many   1 2 3 4 5   Too few

163. The tests/exams were generally: Too difficult   1 2 3 4 5   Too easy

164. How would you rate the lecturer's test/exam questions?   Excellent   1 2 3 4 5   Very poor

165. Were test/exam questions worded clearly?   Yes, very clearly   1 2 3 4 5   No, very unclearly

166. How well did test/exam questions reflect the content and emphasis of the course?   Very well   1 2 3 4 5   Very poorly

167. Were the lecturer's test questions thought provoking?   Very much so   1 2 3 4 5   Not at all

168. To what extent did tests/exams seem to test trivia?   A great deal   1 2 3 4 5   Not at all

169. Were tests/exams marked and returned promptly?   Yes, always   1 2 3 4 5   No, never

Grading and Feedback

170.	The grading procedures for the course seem:	Very fair	1 2 3 4 5	Very unfair
171.	Did the lecturer evaluate your work in a constructive and conscientious manner?	Yes, definitely	1 2 3 4 5	Definitely not
172.	How well was the grading system for the course explained?	Very well	1 2 3 4 5	Very poorly
173.	Should the final exam count more or less than it does, in your opinion?	Much more	1 2 3 4 5	Much less
174.	The lecturer's standards when grading student work seemed:	Too generous	1 2 3 4 5	Too demanding
175.	How would you characterise the lecturer's grading?	Very objective	1 2 3 4 5	Very subjective
176.	Were written assignments graded fairly?	Yes, very fairly	1 2 3 4 5	No, very unfairly
177.	Did quality seem to count more than quantity when work was graded?	Yes, definitely	1 2 3 4 5	Definitely not
178.	Were the lecturer's comments and criticisms about your work helpful?	Very helpful	1 2 3 4 5	Not at all helpful
179.	Were exams and assignments returned with errors explained and/or helpful comments?	Yes, always	1 2 3 4 5	No, never
180.	Did you understand why you received the grades you did on assignments?	Yes, always	1 2 3 4 5	No, never
181.	How well were test/exam answers explained to the class, after the test?	Very well	1 2 3 4 5	Inadequately
182.	The amount of feedback on my progress during the course was:	More than adequate	1 2 3 4 5	Inadequate
183.	In commenting on student work, did the lecturer suggest specific ways to improve?	Yes, frequently	1 2 3 4 5	No, never

Reading Materials

184.	Overall, rate the course reading materials (texts, assigned readings, handouts, etc.):	Excellent	1 2 3 4 5	Very poor
185.	Rate the main textbook used in this course:	Excellent	1 2 3 4 5	Very poor
186.	I found the main textbook:	Very useful	1 2 3 4 5	Useless
187.	I found the main textbook:	Very interesting	1 2 3 4 5	Very boring
188.	Rate the secondary textbook used in this course:	Excellent	1 2 3 4 5	Very poor
189.	I found the secondary textbook:	Very useful	1 2 3 4 5	Useless
190.	I found the secondary textbook:	Very interesting	1 2 3 4 5	Very boring
191.	The cost of required textbooks and other supplies was:	Much too high	1 2 3 4 5	Very reasonable
192.	The amount of time and effort required for reading course material was:	Much too great	1 2 3 4 5	Very reasonable
193.	Were assigned or suggested readings well selected?	Yes, all very good	1 2 3 4 5	No, all very poor
194.	Describe the assigned reading:	Stimulating	1 2 3 4 5	Boring
195.	The assigned reading was generally:	Very difficult	1 2 3 4 5	Very easy

196. Were reading assignments well related to class presentations?   Yes, always   1 2 3 4 5   No, never

197. Were appropriate reading suggestions given for different parts of the course?   Yes, consistently   1 2 3 4 5   No, never

198. Regular class preparation work (reading, etc.) suggested by the lecturer was: Very beneficial   1 2 3 4 5   Just busy work

199. Would you have appreciated more guidance on how to use the library?   Yes, much more   1 2 3 4 5   No

200. How useful was the list of references which was handed out?   Very useful   1 2 3 4 5   Useless

201. Would you have appreciated more guidance on how to use the list of references?   Yes, much more   1 2 3 4 5   No

202. How much did suggested (but non-required) reading help your learning and understanding?   Greatly   1 2 3 4 5   Not at all

203. How difficult was it to get access to the reference materials for this course?   Very easy   1 2 3 4 5   Very difficult

204. How valuable were the lecturer's handouts as aids to learning?   Extremely valuable   1 2 3 4 5   Useless

Audio-Visual Materials

205. The audio-visual materials used in this course were: Very helpful   1 2 3 4 5   Of little help

206. Did audio-visual materials appear to be carefully prepared or chosen?   Yes, always   1 2 3 4 5   No, never

207. Audio-visual materials were integrated with the rest of the course: Very well   1 2 3 4 5   Very poorly

208. How relevant were films and other audio-visual materials to course objectives?   Very relevant   1 2 3 4 5   Very irrelevant

209. Were films a valuable part of this course?   Yes, very much so   1 2 3 4 5   No, not at all

210. Were the films used in this course interesting and stimulating?   Yes, consistently   1 2 3 4 5   No, never

211. Were videotapes a valuable part of this course?   Yes, very much so   1 2 3 4 5   No, not at all

212. Were the videotapes used in this course interesting and stimulating?   Yes, consistently   1 2 3 4 5   No, never

213. Were slides a valuable part of this course?   Yes, very much so   1 2 3 4 5   No, not at all

214. Were the slide presentations interesting and stimulating?   Yes, consistently   1 2 3 4 5   No, never

215. Were tape-slide programmes a valuable part of this course?   Yes, very much so   1 2 3 4 5   No, not at all

216. Were tape-slide programmes interesting and stimulating?   Yes, consistently   1 2 3 4 5   No, never

217. Were language lab experiences a valuable part of this course?   Yes, very much so   1 2 3 4 5   No, not at all

218. Were language lab experiences interesting and stimulating?   Yes, consistently   1 2 3 4 5   No, never

219. Was enough time allocated to interpreting or discussing films or videotapes? Yes, plenty 1 2 3 4 5 No, too little

Laboratory Classes and Fieldwork

220. Did labs seem a valuable part of this course? Yes, very valuable 1 2 3 4 5 No, worthless

221. How interesting and stimulating were the lab activities? Very interesting 1 2 3 4 5 Very boring

222. Did lab assignments generally require you to think? Yes, very much so 1 2 3 4 5 No, not really

223. Lab activities generally seemed: Too difficult 1 2 3 4 5 Too easy

224. The time and effort required to complete lab work seemed: Very reasonable 1 2 3 4 5 Very unreasonable

225. In my view, the lab sessions were: Too long 1 2 3 4 5 Too short

226. Did you have adequate time to complete the lab work? Yes, always 1 2 3 4 5 No, never

227. How well were labs coordinated with lectures? Very well 1 2 3 4 5 Very poorly

228. Did the lecturer relate lab work to information from readings and lectures? Yes, regularly 1 2 3 4 5 No, never

229. Did the lab supervisor seem well prepared for laboratory sessions? Yes, always 1 2 3 4 5 No, never

230. Were the demonstrators well prepared to answer questions about labs? Yes, always 1 2 3 4 5 No, never

231. How consistently was adequate individual help available in the laboratory? Almost always 1 2 3 4 5 Almost never

232. Were you given adequate instructions for proceeding with lab work? Yes, always 1 2 3 4 5 No, never

233. Rate the laboratory manual or textbook assigned for this course: Excellent 1 2 3 4 5 Very poor

234. How reliable did you find the lab equipment? Very reliable 1 2 3 4 5 Very unreliable

235. Did writing lab reports help you learn about relevant theory and experimental methods? Yes, greatly 1 2 3 4 5 No, very little

236. How much background and detail was demanded in the lab reports? A reasonable amount 1 2 3 4 5 Far too much

237. Was laboratory work graded promptly, fairly, and constructively? Yes, consistently 1 2 3 4 5 No, never

238. Rate the field trip(s) as a learning experience: Very valuable 1 2 3 4 5 Worthless

239. Rate the conduct of the field trip(s): Well organised 1 2 3 4 5 Poorly organised

Tutorials and Seminars

240. Did tutorials/seminars contribute to your understanding of this subject? Yes, greatly 1 2 3 4 5 No, not at all

241. On the whole, my tutorials/seminars in this course proved: Very stimulating 1 2 3 4 5 Very boring

242. Was there ample opportunity to ask questions in tutorials/seminars? — Yes, definitely 1 2 3 4 5 Definitely not

243. Was there ample opportunity for you to participate in tutorials/seminars? — Yes, definitely 1 2 3 4 5 Definitely not

244. The amount of outside preparation required for tutorials/seminars seemed: — Excessive 1 2 3 4 5 Very modest

245. Did the tutorials/seminars increase or decrease your interest in this subject? — Increased greatly 1 2 3 4 5 Decreased greatly

246. I feel that the contribution of the tutor to tutorials/seminars was: — Excellent 1 2 3 4 5 Very poor

247. I found the experience of preparing and leading a seminar myself was: — Very worthwhile 1 2 3 4 5 Worthless

248. I found the seminars prepared and led by other students were generally: — Very worthwhile 1 2 3 4 5 Worthless

249. How well were the tutorials/seminars coordinated with the lectures? — Very well 1 2 3 4 5 Very poorly

250. Was written work for tutorials/seminars graded promptly, fairly and constructively? — Yes, definitely 1 2 3 4 5 Definitely not

Clinical Teaching

[For additional items that may be relevant, see items 1,2,3,7,8,9,16,24,30,76,114,116,118,133,136,138,141,182].

251. To what extent have you reached a deeper understanding of this clinical area? — Very great extent 1 2 3 4 5 Very little extent

252. What opportunity did you have to practise clinical skills? — Great deal of opportunity 1 2 3 4 5 Very little opportunity

253. Did you have opportunities to be observed by a tutor while undertaking clinical skills? — Very frequently 1 2 3 4 5 Not at all

254. What this attachment expected of students was — Very clear 1 2 3 4 5 Very unclear

255. Did this attachment provide good clinical role models? — Yes, definitely 1 2 3 4 5 Definitely not

256. The clinical teachers were sensitive and responsive to patients and their relatives: — Consistently 1 2 3 4 5 Never

257. The clinical teachers were sensitive and responsive to other health professionals: — Consistently 1 2 3 4 5 Never

258. Were students encouraged to think through clinical problems for themselves? — Yes, always 1 2 3 4 5 No, never

259. Were students treated fairly and with respect during this attachment? — Yes, always 1 2 3 4 5 No, never

260. How consistently was adequate individual help available during the clinical work? — Almost always 1 2 3 4 5 Almost never

261. Were you given adequate instructions for proceeding with clinical work? — Yes, always 1 2 3 4 5 No, never

262. How much background and detail was demanded in the case write ups? — A reasonable amount 1 2 3 4 5 Far too much

263. Were case write ups graded promptly, fairly, and constructively? — Yes, consistently 1 2 3 4 5 No, never

264. How valuable was bedside teaching to your learning on this attachment?   Very valuable   1   2   3   4   5   Worthless

265. How valuable were out patient clinics to your learning on this attachment?   Very valuable   1   2   3   4   5   Worthless

266. How valuable was day surgery to your learning on this attachment?   Very valuable   1   2   3   4   5   Worthless

267. How valuable were other clinical experiences to your learning on this attachment?   Very valuable   1   2   3   4   5   Worthless

268. Did rounds contribute to your understanding of this subject?   Yes, greatly   1   2   3   4   5   No, not at all

269. Was there ample opportunity to ask questions in rounds?   Yes, definitely   1   2   3   4   5   Definitely not

270. Was there ample opportunity for you to participate in rounds?   Yes, definitely   1   2   3   4   5   Definitely not

271. I feel that the contributions of the clinical teachers to rounds were: Excellent   1   2   3   4   5   Very poor

272. I found the process of preparing and presenting at rounds myself was: Very worthwhile   1   2   3   4   5   Worthless

273. How effective were the clinical teachers in teaching this attachment?   Very effective   1   2   3   4   5   Very ineffective

274. Did the clinical teachers seem well organised and prepared for teaching sessions?   Yes, always   1   2   3   4   5   No, never

275. How enthusiastic did the clinical teachers seem to be about teaching students?   Very enthusiastic   1   2   3   4   5   Very unenthusiastic

276. How would you describe the clinical teachers' attitude towards students in the attachment?   Very helpful   1   2   3   4   5   Indifferent

277. How conscientious were the clinical teachers about their instructional responsibilities?   Very conscientious   1   2   3   4   5   Very negligent

278. The clinical teachers were sensitive to student needs and concerns: Almost always   1   2   3   4   5   Almost never

279. The clinical teachers provided sensitive feedback when a student performed a clinical task poorly: Very well   1   2   3   4   5   Very poorly

Appendix 3 – Catalogue of questions for a
Tutor/Demonstrator Questionnaire to Evaluate
a Coordinator or Team Leader

APPENDIX 3: Catalogue of questions for a Tutor/Demonstrator Questionnaire to Evaluate a Coordinator or Team Leader
(see Section 7)

Appendix 3 – Catalogue of questions for a
Tutor/Demonstrator Questionnaire to Evaluate
a Coordinator or Team Leader

Instructions: Please choose no fewer than five and no more than ten questions from the catalogue of questions below.

Rating-type questions

1.	Did Jane Spock set appropriate objectives for the level of the course/paper?	Very appropriate	1 2 3 4 5	Not at all appropriate
2.	Did Jane Spock encourage the teaching team to build on students' previous learning?	Very much so	1 2 3 4 5	Not at all
3.	Did Jane Spock encourage the teaching team to integrate current research into their teaching?	Very much so	1 2 3 4 5	Not at all
4.	Did Jane Spock stress the importance of effective two way communication with students?	Very much so	1 2 3 4 5	Not at all
5.	Did Jane Spock plan a realistic timeline for students to complete learning tasks?	Very realistic	1 2 3 4 5	Not at all realistic
6.	Did Jane Spock acquaint the teaching team with the desired outcomes for each session?	Yes, very clearly	1 2 3 4 5	Not at all clearly
7.	Did Jane Spock plan teaching activities that complemented teaching in other parts of the course?	Very much so	1 2 3 4 5	Not at all
8.	Did Jane Spock provide adequate guidelines for the marking of assessed work?	Yes, very clearly	1 2 3 4 5	Not at all clearly
9.	How well did Jane Spock coordinate systems for obtaining feedback from students?	Very well	1 2 3 4 5	Poorly
10.	How effective was Jane Spock in providing support and advice to other members of the teaching team?	Very effective	1 2 3 4 5	Not at all effective
11.	How effective was Jane Spock in managing systems for the safety and proper conduct of staff and students?	Very effective	1 2 3 4 5	Not at all effective
12.	Did Jane Spock ensure that the teaching team was aware of the ethical issues related to the discipline?	Yes, very clearly	1 2 3 4 5	Not at all clearly
13.	Did Jane Spock take appropriate action in the case of equipment malfunction and failure of supply?	Very appropriate	1 2 3 4 5	Not at all appropriate
14.	How effective was the training provided by Jane Spock for the teaching team?	Very effective	1 2 3 4 5	Not at all effective
15.	How effective was Jane Spock in managing the preparation of resources for teaching sessions?	Very effective	1 2 3 4 5	Not at all effective
16.	Did Jane Spock set up effective communication processes for the team?	Very much so	1 2 3 4 5	Not at all
17.	Overall, how effective was Jane Spock in leading the teaching team?	Very effective	1 2 3 4 5	Not at all effective

Appendix 3 – Catalogue of questions for a
Tutor/Demonstrator Questionnaire to Evaluate
a Coordinator or Team Leader

Open-ended questions inviting written comments

18. What were Jane Spock's main strengths as a team leader?

19. What aspect of Jane Spock's leadership of the teaching team would you most like to see improved?

20. Any other comments: