



# Holistic evaluation of teaching performance for the enhancement of teaching & learning 建立全方位教学评估，提升教与学素质

“高校教师教学评价：理论与实践”研讨会  
南京大学教师教学发展中心

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## 1. Evaluation of teaching performance

- 教师教学考核的理念、内容
- 教师教学考核结果的应用

## 2. Student feedback

- 学生评教的理念、内容
- 学生评教数据的处理、分析与运用

## 3. Peer review

- 教师教学考核的理念、内容
- 教师教学考核结果的应用



# 1. Evaluation of Teaching Performance

# Principles



- Encompass within and out of classroom activities
- Recognize both Ug and Pg teaching
- Can be demonstrated by students' learning outcomes
- Encourage continue teaching development
- Encourage scholarship of teaching and learning
- Interpret student feedback (CTE) in a prudent manner

# Content of Staff Appraisal



- Teaching portfolio
  - Classroom teaching
  - Postgraduate supervision
  - Other contribution
  
- Others
  - Professorial staff
    - Research
    - Services
  - Teaching track staff
    - Peer review on teaching (mainly for promotion)
    - Services

# Classroom Teaching



- Use both Ug and Pg student feedback results
- Benchmark with department means
- Prudently interpret student feedback result
  - Courses classified into different categories
  - Special consideration for courses that have implemented innovative pedagogies

# Postgraduate Supervision



- Number of students supervised
- Number of thesis committees joined
- Papers published by students
- Awards received by students

# Others



- Teaching awards
- Teaching development grants
- Programme management
- Curriculum development
- Pedagogy research
- Student counselling
- Staff mentoring
- Ug research supervision
- Out-of-classroom activities
  - Field trip





## 2. Student Feedback

# Course Level Feedback



- For every course offered
- Two parts
  - Early feedback system (EFS)
  - Term-end feedback (CTE)

# Objective of EFS



- For teaching improvement
- Feedback for enhancement
  - What are the best aspects of the course so far?
  - Which aspects are most in need of improvement so far?
- No information will be used for evaluating teaching performance

# Implementation of EFS



- Central online system
- Administer soon after the period of course add and drop
- email messages to all students to invite comments
- Central online system for teachers/ programme directors/ deans to check the feedback
  - Offer timely support to teachers

# Term End Feedback



- CTE questionnaire: three parts
  - Part A: student and course particulars
  - Part B: 18 +2 close-ended items (common across all courses)
  - Part C: Faculty/ programme specific close-ended and open-ended items
- Central archive: Parts A and B
- Course-level report
  - Teacher
  - Department chair
- Department-level report
  - Monitored by faculty
- CTE results will be used in teaching evaluation

# Term End Feedback: Implementation



- Administer by departments
  - Mostly paper-based
- Send under confidential cover to central for processing
- Central archive: Parts A & B
- Reports (Parts A & B) produced by ITSC
  - Course-level reports available to teachers & departments
  - Department-level reports available to faculties
- Part C: processed by faculties and departments
- Follow up by department and faculty boards

# Term End Feedback: the Questionnaire



- Clarity of explanation
- Enthusiasm and communication
- Motivation
- Learning outcomes and organisation
- Assessment
  - 1 additional question to follow up
    - amount of workload required was appropriate
- Course difficulty
  - 1 additional question to follow up
    - course content was of appropriate difficulty
- Learning support: library & IT resources
- Overall opinion: course & teacher

# Term End Feedback: Report for Teachers



- Students' time spent on courses outside classes
- For all the close-ended questions
  - Mean
  - Adjusted mean
    - Lowest 10% removed
  - Standard deviation
  - Distribution of responses
  - Means by category
    - Best, average, and less able students
      - Based on students' self-expected grades





## 3. Peer Review

# Peer Review Implementation



- Widely adopted in teaching units
- To evaluate teaching track staff for promotion
- New teachers
  - A service by CLEAR for teaching enhancement
- Three parts with clear criteria
  - 1. Review of course material
  - 2. Class observation
  - 3. Overall qualities

# Design Principles (Peer Review Criteria)



- Holistic review
  - Course materials
  - Class observation
  - Overall qualities
- Account for needs & characteristics of different disciplines/ forms of teaching
- Comprehensive and yet flexible
  - Not all criteria applicable in a particular case
  - Other criteria can be included

# Part 1: Course Materials



## Coverage

- Objectives/expected learning outcomes
- Content
- Learning resources
- Learning activities
- Assessment

## Structure

- Each with several sub-items
- Several reference criteria within each sub-item

# Learning Activities



- Alignment with course learning outcomes
- Reflection of up-to-date subject knowledge
- Design of learning activities
- Student engagement/ student centeredness



- Well –structured
- Clear guidelines and instructions provided
- Include pre-activity academic preparations
- Include post-activity academic follow-up
- Carry appropriate workload

# Part 2: Class Observation



## Coverage

- Organisation
- Content
- Activities design
- General items on delivery

# General Items on Delivery



- Learning atmosphere
- Pacing/ management
- Presentation/ communication skills
- Use of teaching aids
- Attitudes/ style



# Reference Criteria:

## Presentation/ Communication Skills



- Clear and organised presentation
- Provides clear definitions for new vocabulary items or whenever appropriate
- Voice
- Questioning:
  - Employs effective questioning techniques
  - Provides constructive feedback
- Materials presented in an interesting/ helpful way

# Part 3: Overall Qualities



- Professionalism
- Commitment
- Good role model
- Student achievement

# Commitment



- Reflects upon own teaching regularly
- Is well-prepared
- Has good rapport with students
- Maintain out-of-class interactions with students
  - Consultation hours
  - Use of social networking platform
  - Discussion groups

# Development of Criteria



- By a well-represented committee
- Process
  - Literature review
  - Collection and analysis of existing peer review instruments used by various units
- Several drafts produced, discussed and revised
- Widely consulted before implementation
- A set of Good practices to guide teaching



**End of Presentation**

**Q&A**

**Thank You Very Much**