



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

Isabella WY Poon (潘伟贤教授)

Pro-Vice-Chancellor

Professor, Department of Statistics

The Chinese University of Hong Kong

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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

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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

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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

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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

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2. Student Feedback

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Course Level Feedback



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

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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

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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

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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

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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

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

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Part 2: Class Observation



Coverage

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

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General Items on Delivery



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

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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

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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