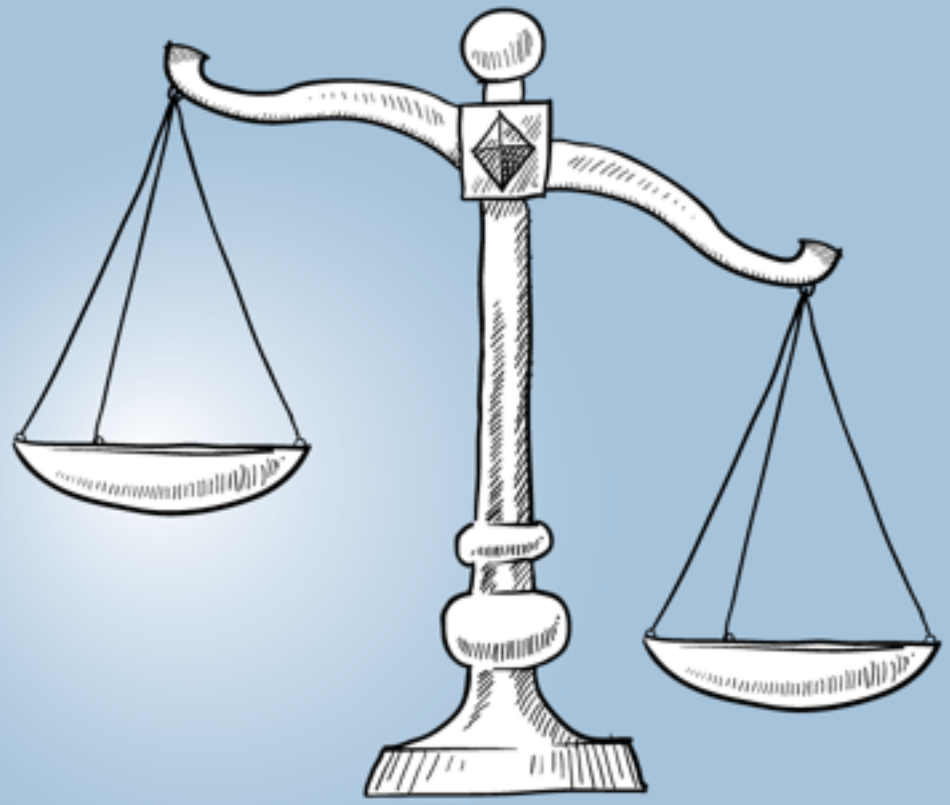

Weighed in the Balance:
Evaluating Teaching in Higher Education

University of Windsor
November 30, 2015

Weighed in the Balance:
Evaluating Teaching in Higher Education

Opening Remarks

University of Windsor

Douglas Kneale

Provost and Vice-President, Academic

Weighed in the Balance:
Evaluating Teaching in Higher Education

Defining Teaching Evaluation

University of Windsor

Erika Kustra

Acting Director

Centre for Teaching and Learning

Weighed in the Balance:
Evaluating Teaching in Higher Education

Teaching Evaluation Matters

University of Windsor

"Teaching engagement leads to better student learning.

So, recognizing and rewarding teaching is central to the student experience." - Denise Chalmers, 2015

(Chalmers & Di Gardiner, 2015; Gibbs & Coffey, 2004)

Defining Teaching Evaluation

Systematic observation of **relevant** performance to make decisions

(adapted from Arreola, 2007)

Four main components (adapted from Wolf, 1987)

1. Systematic and thoughtful collection of data
   a) Design and content of instruments used,information collected
   b) Implementation and process
   c) Reporting
2. Interpretation of data
3. Judgment of value
4. Use: A plan for action, different purposes

Teaching Evaluation Purpose

Many different purposes (Vajoczki, 2008)

Summative Evaluation: final assessment, judgment

- Personnel-related decisions – hiring, tenure, promotion
- Information to students – course selection

Formative Evaluation: developmental

- Feedback to instructors – ongoing enhancement of individuals
- Research on teaching – enhance practice through scholarship

Recurring Themes in Research on Effective Teaching Evaluation

To be effective, teaching evaluation should be:

1. Multi-faceted, using multiple types of data, approaches to gathering data, and methods for evaluating data
2. Shared understanding of quality teaching
3. Robust feedback cycles
4. Change in teaching evaluation system requires sustained, multi-level, consultative leadership
5. Communications and dialogue are critical

(Wright et al., 2014)

Communication

- Forum discussions today at small tables
- Brief reports or posting notes for the whole group
- Message Board for comments to the whole group
- Twitter #HETeachEval
- “Direct to the Provost” Comment Box
- Summary report to the Provost and participants

Hopes for Today

1. Begin an ongoing conversation about how to improve teaching evaluation
2. Reinforce the awareness that TE≠SET, many sources
3. Explore what individuals and institutions can do to be more effective
4. Discuss possible next steps forward

Evaluation Vignettes

- Maggie Liddle, Faculty of Law
- Richard Caron, Department of Mathematics and Statistics
- Andrew Allen, Faculty of Education
- Brandon Sabourin, student, Faculty of Education
- Anne Forrest, Department of Women's Studies

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Evaluating Teaching in Higher Education

Exploring Teaching Evaluation Experiences

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At your table, discuss the vignettes:

1. **What's working and what's challenging in teaching evaluation?**
2. **What was missing, based on your own experiences?**

- Record what you identify on the paper, classifying them by evaluation system component.
- Post your responses on the bulletin board that matches your table #.
- Feel free to visit other boards and add comments by sticky note.

BREAK

Weighed in the Balance:
Evaluating Teaching in Higher Education

Teaching Evaluation: The Ontario Context

University of Windsor

Bev Hamilton

Academic Initiatives Officer, Office of the Provost

Ontario Teaching Evaluation Tools

Which of the following are used to evaluate teaching at your institution?

	Used formatively	Used summatively
Student ratings of instruction (SRI)	29%	82%
Peer observation of teaching	67%	20%
In-class surveys or other in-course classroom assessment techniques	43%	7%
Self-evaluation instruments	43%	29%
Review of video-recordings	31%	8%
Teaching dossiers	31%	50%

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Evaluating Teaching in Higher Education

Most Common SRI Questions at Ontario Universities

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About instructors:

- Rapport 91%
- Accessibility 89%
- Enthusiasm for course 83%
- Overall effectiveness 80%
- Clarity 80%

About courses:

- Course difficulty 100%
- Recommend to others 100%
- Course activities 100%
- Quality of materials 89%
- Student self-assessment of learning 86%
- Workload 100%

How are Teaching Evaluations Used at Ontario Universities?

Most common uses:

- Personal use
- Performance review
- Promotion & tenure processes

50% use teaching evaluation data for institutional planning or program improvement

Commonly Identified TE Challenges

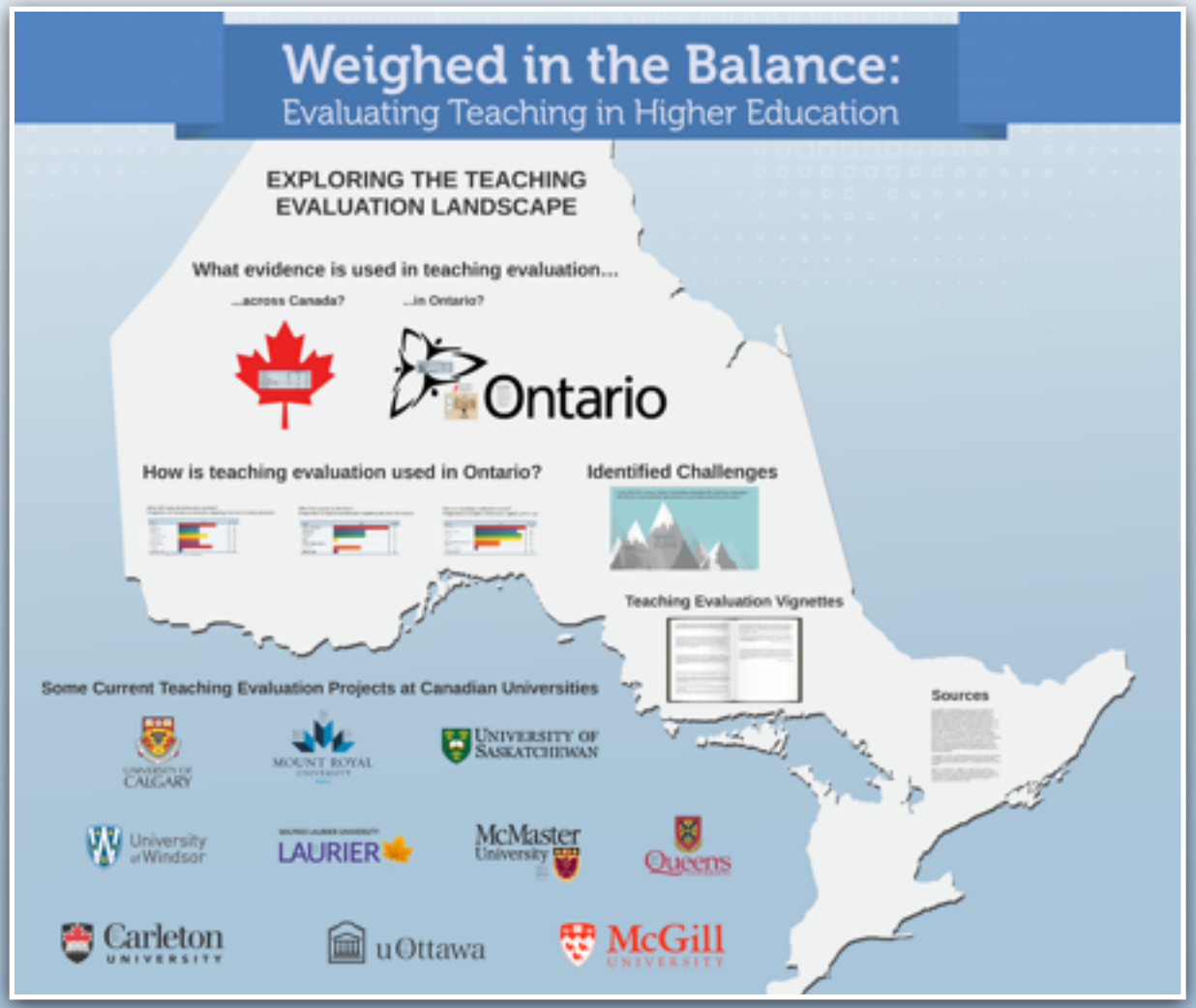
SRI Usage:

- Low response rates
- Perceptions of SRI
- Conflicting views on changing instrument items
- Transition to online SRIs
- Lack of standardization

Teaching Dossier Usage:

- Lack of consistency
- Lack of understanding of what should be in them
- Lack of understanding of how to read them
- Need for more guidance for submitters
- Need for a more efficient and engaging model

Resources



Interactive site: http://prezi.com/yznl2tfypvck/?utm_campaign=share&utm_medium=copy&rc=ex0share

Full PIF Report : http://scholar.uwindsor.ca/ctlreports/4/

Weighed in the Balance:
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A Short History of SETs at uWindsor

University of Windsor

Kai Hildebrandt

Department of Communications, Media and Film (Emeritus)

History, Principles, and the Development of the SET

1. A brief historical overview
2. Principles behind the SET
3. Developing of administrative and reporting procedures
4. Links between SET results and PTR evaluations
5. Possible future developments, and some thoughts

1. A Brief Historical Overview

a. Criticism of SOST (Student Opinion Survey of Teaching)
b. Previous efforts at reform
c. Action Plan mandate for the Working Group:
    - Improve form
    - Develop overall evaluation system to inform RPT process

A Brief Historical Overview (2)

d. Work of the Working Group

- 2 years (2002-2004)
- 2 reports to Senate(APC)
- Pilot testing of SET form in CMF
- Proposed SET form
- Proposed Instructor Report, including avg by student demo
- Administrative Procedures
- Key to link SET results with PTR form categories
- Safeguarding students' privacy
- Work with ITS (Bill Chandler) to develop automatic reporting procedures
- Making SET results available on SIS—no opting out

A Brief Historical Overview (3)

e. Senate accepted the report and mandated the administration of SET (May 2004)
f. VPA funded 2-year program to analyze SET data, to assess validity, and possible confounding variables (like instructor's gender, large/small class, required/option, year in school, student's gender), led by Dennis Jackson (Psychology)

2. Principles (1)

a. Multiple purposes
   - Information for RPT process
   - Feedback for the instructor
   - Information for students on choosing course
   - Yet, only one form, to streamline process

Principles (2)

b. Design of SET
   - Clear questions
   - Use multiple items to measure “trait”
   - Labeled scale points
   - Scales preferable to dichotomous measures
   - Avoid floor/ceiling effects
   - Limit number of different scales
   - Applicable across the U
   - Include info about student demographics
   - Room for added (instructor supplied) questions
   - Room for open-ended comments

Principles (3)

b. Don't re-invent the wheel
   - Reviewed all Canadian, many US, one Australian evaluation form
   - No single form satisfied
   - Borrowed from many, to an "adapted in Windsor" form

3. Development of Administration and Reporting Procedures for SET (1)

a. Guidelines for administration
- Time (2 weeks before exams)
- Procedure in class
- Securing responses

b. Uniform format for instructor feedback
- Raw %
- Breakdown of means by Faculty, year in school, option/ required, gender, initial/final enthusiasm, expected grade
- Report to department: Instructor's average ranked in sequence

Development of Administration and Reporting Procedures for SET (2)

c. Feedback to students

- Recorded on SIS (password protected), no opting out

d. Securing student privacy: no eval if n<5; no breakdowns if n=1

4. Links between SET results and RPT

a. mapping SET items to PTR evaluation categories (see Appendix 4)

b. proposed 1 split of PTR categories, and 3 new evaluation categories (quality of evaluation procedures, quality of instructional materials, and competency in subject matter—the last without student input, just peer judgment

c. additional information from SET used by candidate—rarely used: why not?

5. Possible Future Developments (1)

a. More analyses needed: CTL
- Within faculty variances by Department
- Discover statistical adjustments, if warranted
- Find trends to address through CTL— gender? course level?? required/option?
- Workshops for instructors on how to use SET feedback, additional questions, open-ended feedback
- Review inter-faculty differences

Possible Future Developments (2)

b. Encourage use of 12 “free items”: develop analytical questions for instructors
c. Qualitative evaluations
   - observations by Dept Heads, for evaluations
   - observations by PTR committee, for PTR considerations
d. Integration with teaching portfolio

Keynote

Almost Everything You Ever Wanted to Know About Student Ratings of Instruction…

Nira Hativa

Tel Aviv University

LUNCH

Campus Initiatives: What's Evolving?

Judy Bornais & Dave Andrews	Nursing Human Kinetics	Peer Collaboration Network
Phil Graniero	Earth and Environmental Sciences	SET Data Visalization
Veronika Mogyorody	Creative Arts	E-Portfolios for Program Review
Bala Kathiresan	Information Technology Services	New Technological Directions
Alan Wright	Education	Teaching Dossier

Chair, Ken Cramer, Department of Psychology

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Evaluating Teaching in Higher Education

Sources of Data for Use in Teaching Evaluation

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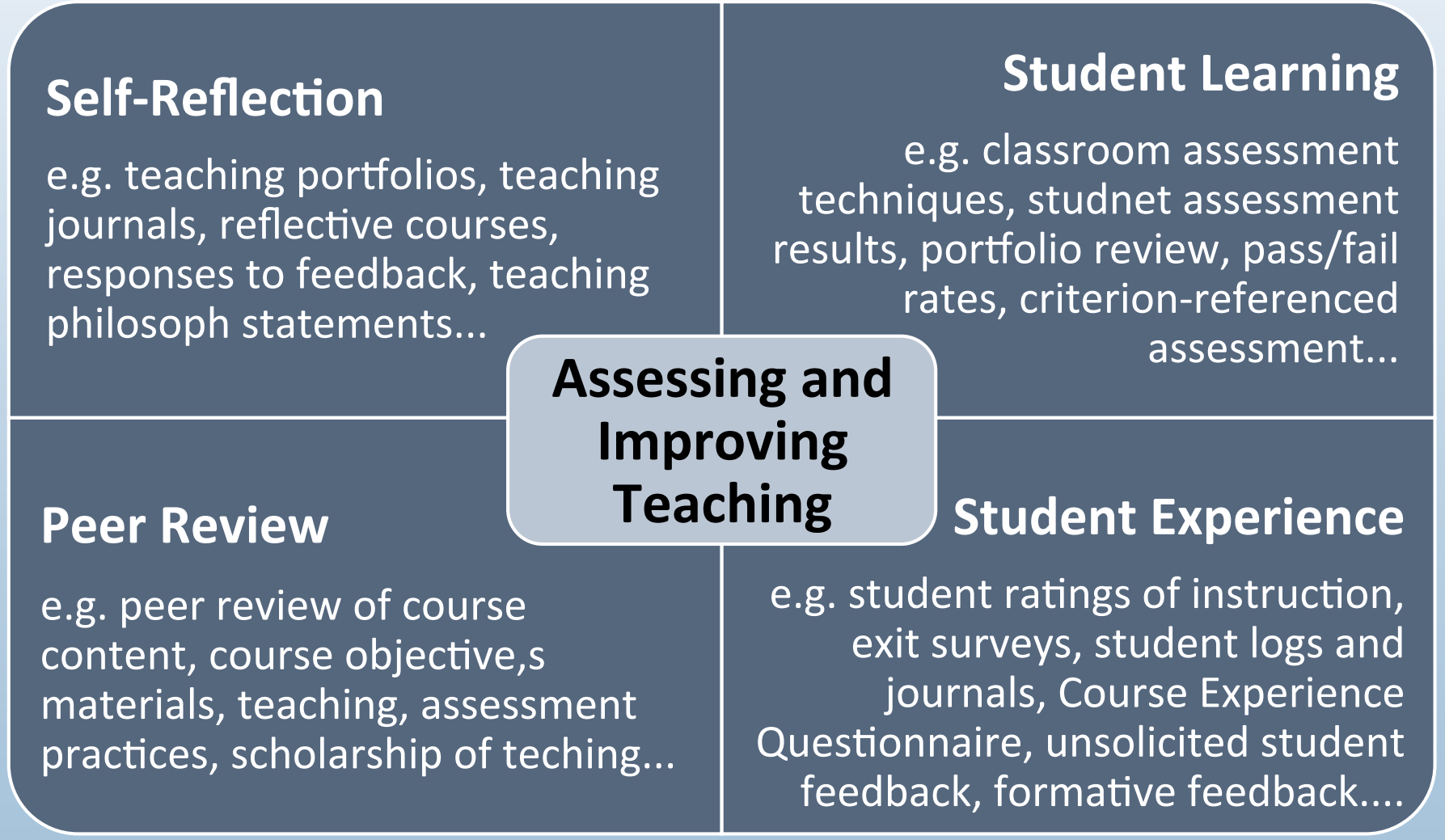


Smith, 2008

Campus Initiatives: What's Evolving?

Judy Bornais & Dave Andrews	Peer Collaboration Network	Feedback from peers
Phil Graniero	SET Data Visualization	Feedback from
Veronika Mogyorody	E-Portfolios for Program Review	Evidence of student learning
Bala Kathiresan	New Technological Directions	Student learning/ experience
Alan Wright	Teaching Dossier Academy	Self-evaluation

Feedback From Peers

The Peer Collaboration Network

Dave Andrews and Judy Bornais

Benefits: Peer Observation of Teaching

Helps teachers develop new skills

(Cairns, Bissell, & Bovill, 2013; Chester, 2012)

Awareness of own teaching – strengths & weaknesses

(O'Keefe et al., 2009 Koc, 2011; Sivan & Chan, 2009)

Affirms self-efficacy

(Blackwell & McLean, 1996; Hendry & Oliver, 2012)

Reflection on perspectives, learning from one another

(Cairns et al, 2013; O'Keefe et al., 2009; Yuksel, 2011)

Self-reflection on teaching practice

(Cairns et al., 2013; Chamberlain et al., 2011; Peel, 2005; Yuksel, 2011)

Strongly associated with student achievement

(Galbraith & Merrill, 2012)

Feedback from Students

Visualization of SET Data for Inquiry and Documentation

Phil Graniero

Evidence of Student Learning

E-Portfolios for Program Evaluation

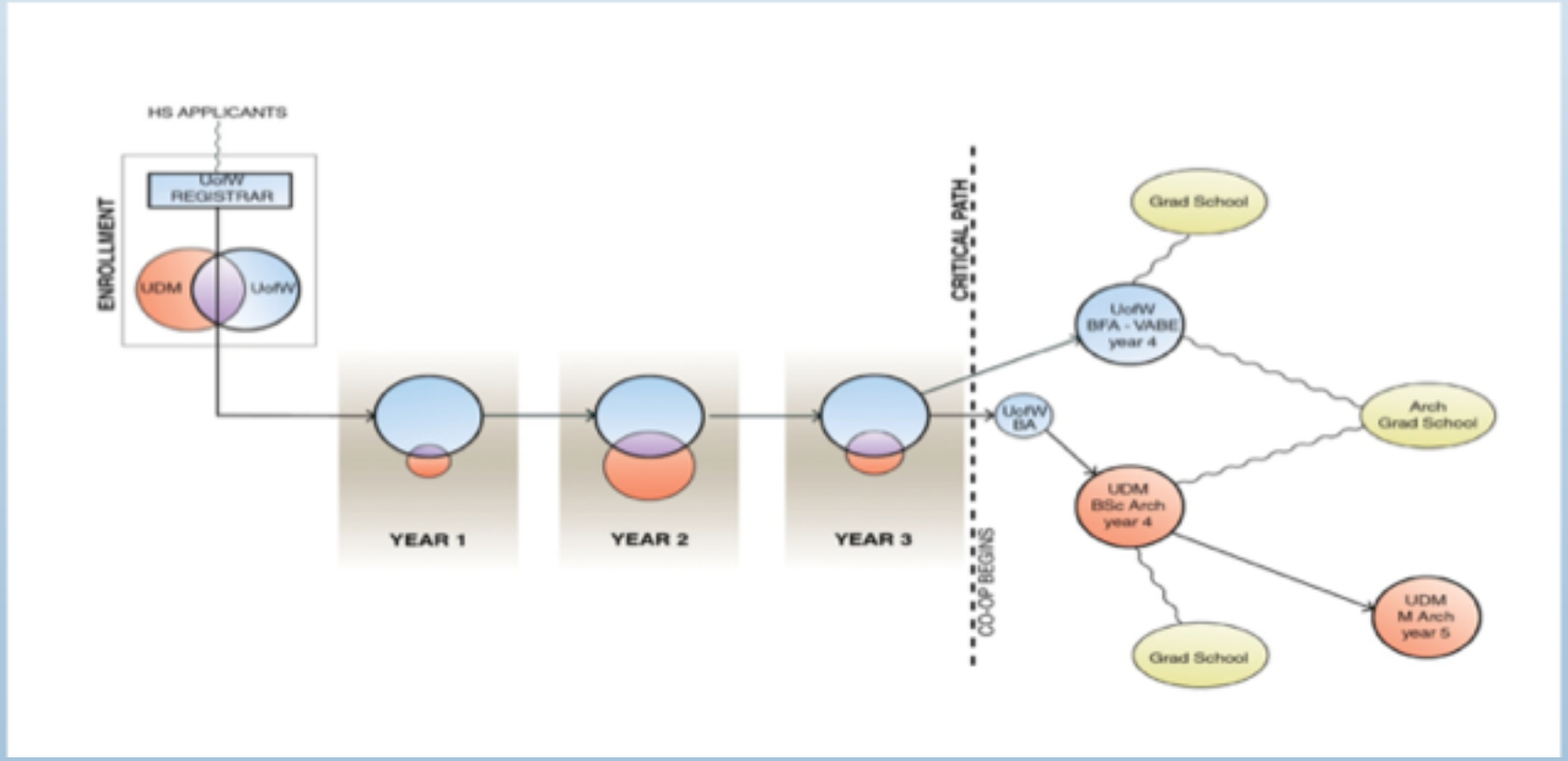
Veronika Mogyorody

Weighed in the Balance:
Evaluating Teaching in Higher Education

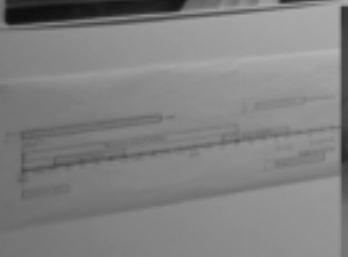
Evidence of Student Learning

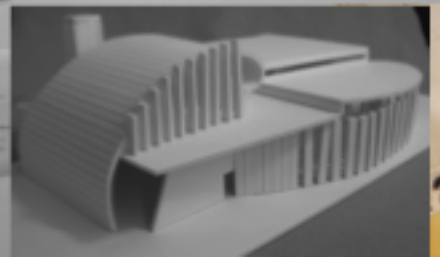
University of Windsor

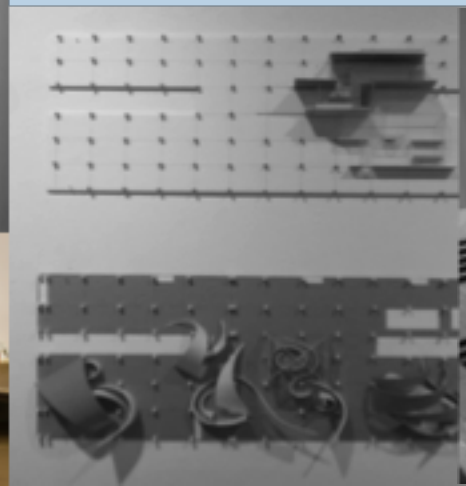
Veronika Mogyorody
Coordinator, Visual Arts & the Built Environment
School of Creative Arts

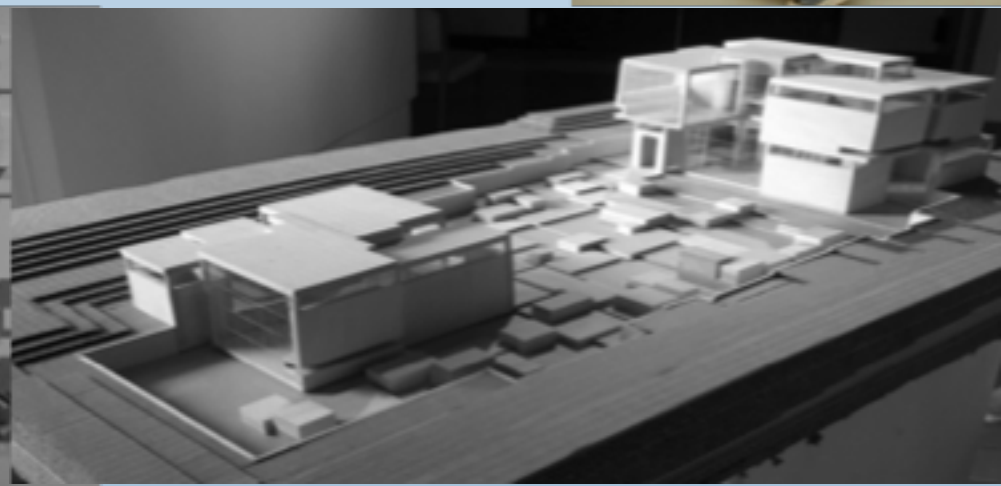


making the *invisible*
visible









New Technological Directions

Bala Kathiresan

Mobile

Student Ownership

	2004	2013	2014	2015
Smart phones	12%	14%	86%	90%
Tablets	0% (?)	15%	47%	58%

Student use in Academic Setting

	2013	2014
Smart phones	50%	70%
Tablets	12%	50%

Learning Management Systems

Blackboard, Sakai, Desire2Learn, moodle

Faculty Adoption Rate

	1997	2014	2015 & Beyond
LMS 1.0	X	85%	
LMS 2.0		- Responsive & Mobile Ready	- Personalized - Learning Analytics

99% of the Universities have LMS

Courtesy: EDUCAUSE Center for Analysis and Research

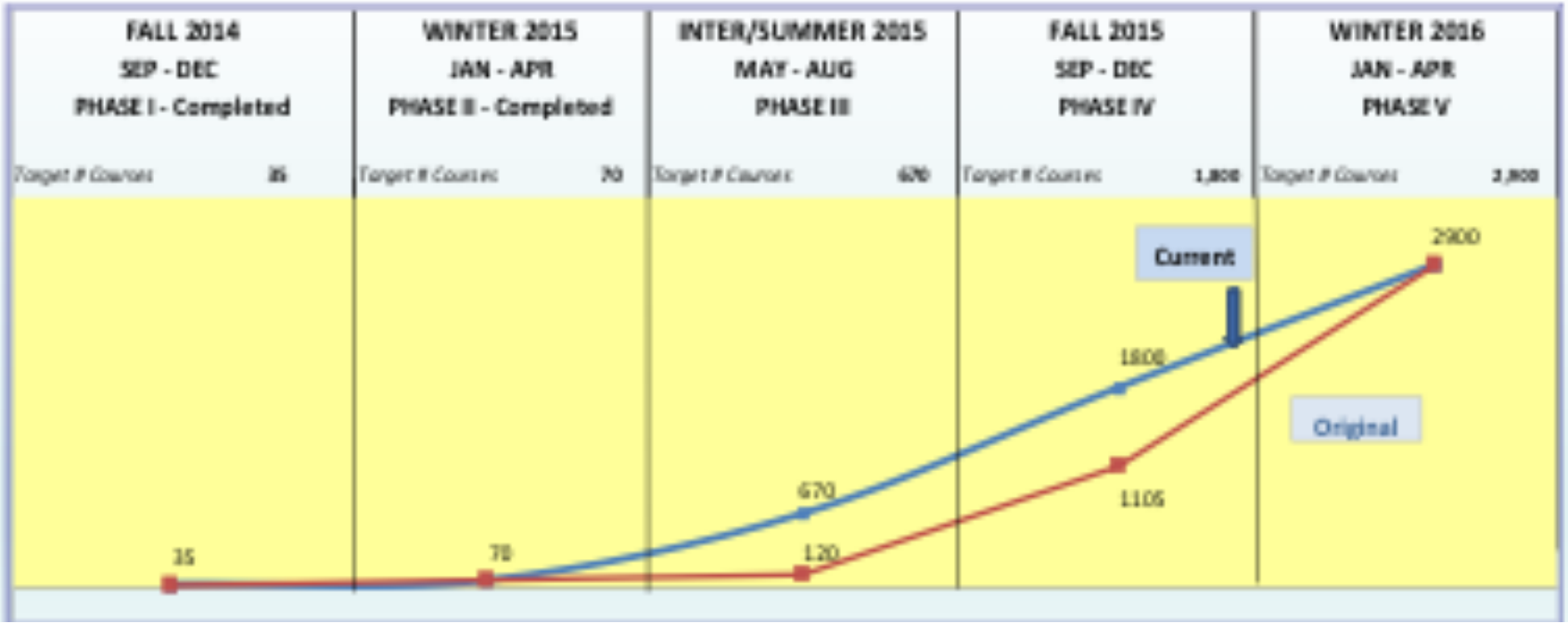
UWindsor Experience

Mobile

Devices per student

1 ➡ 1.4 ➡ 2+

Learning Management Systems



We shape our tools and afterwards our tools shape us.

— **Marshall McLuhan**

Self-Reflection

Teaching Dossier Academy

Alan Wright

Weighed in the Balance:
Evaluating Teaching in Higher Education

Teaching Dossier Academy

University of Windsor

A Working Definition

The teaching dossier (or portfolio) is a succinct document designed to record - and to provide a compelling portrayal of - one's teaching activities, aims, approaches and accomplishments. It is created by the instructor for a variety of formative and summative purposes.

This morning's workshop and the TD Academy embrace dossier creation for both formative and summative purposes.

Rather Generic

Individual Goals

What are your individual goals in preparing your dossier?

- Active learning -

- Teaching reflection and improvement?
- Career advancement or performance review?
- Teaching award?
- Job search or job mobility?
- Legacy document or leadership
- A combination of the above?
- Other…?

Close up and Personal!

Small Group Process

Pulling Together

Question and Answer

Panelists	Topics
Judy Bornais & Dave Andrews	Peer Collaboration Network
Phil Graniero	SET Data Visualization
Veronika Mogyorody	E-Portfolios for Program Review
Bala Kathiresan	New Technological Directions
Alan Wright	Teaching Dossier Academy

BREAK

Teaching Evaluation Forum

Brainstorm at your table:

What is important in quality teaching?

Indicative Teaching Criteria

From the Australian University
Teaching Criteria and Standards Framework

1. Design and planning of learning activities
2. Teaching and supporting student learning
3. Assessment and giving feedback to students on their learning
4. Developing effective learning environments, student support, and guidance
5. Integration of scholarship, research, and professional activities with teaching and in support of student learning
6. Evaluation of practice and continuing professional development
7. Professional and personal effectiveness

(Chalmers, 2015)

http://uniteachingcriteria.edu.au/project/about/

Campus Dialogue: What's Important? Part 1

1. On your own, read Chalmers' seven "indicative teaching criteria" definitions.
2. With a partner, connect these definitions to teaching in your own discipline. Change and add as needed.

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Evaluating Teaching in Higher Education

Campus Dialogue: What's Important? Part 2

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3. In groups of four:

   Rank order the criteria on the multi-coloured sheet, in terms of their importance to evaluating quality teaching.

   a. You can "remove" a criteria by putting an **X** through it.
   b. If there's something you feel is missing, you can add it to an existing criterion, or add an entirely new one. In the end, you have to select and rank seven criteria.
   c. You can add comments to explain your thinking or point out other issues you think are important.
   d. Post on your table's board with highest rank at the top.

4. Report back – volunteers share rationale

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Evaluating Teaching in Higher Education

Campus Futures: Where to Next? And How?

University of Windsor

Bruce Tucker
Associate Vice-President, Academic

Erika Kustra
Acting Director, Centre for Teaching and Learning

Please tell us….

Individually write:

1. What are key ideas that must be factored into this institutional discussion?
2. At the individual level, what next steps would you be interested in taking?
3. What could we do next that might help to make teaching evaluation fairer, more meaningful, more useful?

Please tell us….

In groups of 2-4 exchange answers
Share with large group answers to Question 3.

1. What are key ideas that must be factored into this institutional discussion?
2. At the individual level, what next steps would you be interested in taking?
3. What could we do next that might help to make teaching evaluation fairer, more meaningful, more useful?

Please tell us….

What could we do next that might help to make teaching evaluation fairer, more meaningful, more useful?

Weighed in the Balance:
Evaluating Teaching in Higher Education

Centred on Learning Innovation Fund

University of Windsor

Theme: **Teaching Evaluation**

Proposals for:

- approaches to the evaluation or ratings of teaching;
- the use of teaching evaluation data for instructional or programmatic improvement; and
- explorations of how evaluation contributes to teaching improvement and student learning.

Application deadline: January 25, 2016

Thank you!