

Evaluating Your Teaching

Melissa S. Medina, Ed.M., ABD

Machelle Davison, Ed.D.

OUHSC College of Pharmacy

Educational Grand Rounds

February 18, 2005

Overview

- Audience evaluation examples
- Peer evaluation overview
 - Focus, distinctions, requirements, rationale
- Sample strategy #1 for peer evaluation
 - Teacher effectiveness, strategy choices
- Sample #2 related to multiple instructors
 - Teaching Squares
- Summary

Peer Evaluation Overview

Why Peer Evaluation?

- Helps make teaching “community property”
- Augments and enriches picture from student evaluations
- Puts faculty in charge of the quality of their work

What is Peer Evaluation?

- Classroom observation
 - Classroom behaviors
 - Teaching process
- Content evaluation
 - Course materials
 - Course design

Hutchings, 1996

Peer Evaluation Distinctions

- **Formative**
 - Provides information for the improvement of teaching
 - Intended for personal/private use
 - Rich and detailed data
 - Data comes from self or peers
- **Summative**
 - Provides data for merit, promotion/tenure decisions
 - Intended for public inspection
 - More general/comparative data, reviews quality
 - Data comes from peers or administrators

van Note Chism, 1999

Requirements

Necessary elements

- Valued process
- Ethical, objective, fair
- Reliable and valid
- Reflect the complexity of teaching
- Accepted ways of judging

Ways to achieve

- Peer training
- Multiple sources, methods, points in time

van Note Chism, 1999

Peer Review Strategy #1

Effective Teaching Characteristics

- Subject matter competence
- Preparation and organization
- Clarity
- Enthusiasm
- Interpersonal Rapport

Menges & Svinicki, 1996

Good Teaching Practice Principles

1. Encourages student-faculty contact
2. Encourages cooperation among students
3. Encourage active learning
4. Gives prompt feedback
5. Emphasizes time on task
6. Communicates high expectations
7. Respects diverse talents and ways of learning

Chickering & Gamson, 1987

Choosing An Instrument

Evaluation Type	Strength	Weakness
Checklists	Focus observer attention	Restrictive, lacks feedback about effectiveness of behavior
Rating Scales	Focus observer attention, includes effectiveness feedback	Instruments should be relevant to teaching situation
Written Analyses	Open-ended selection, interpretation, structure	Comment on limited behaviors, one criteria, or personal bias

Svinicki & Lewis, www.utexas.edu/academic/cte/peerobserve.html accessed 2/5/05

Current Strategy

Encourages Active Learning		
NI	AD	Emphasized important lecture concepts
NI	AD	Summarized important points and/or big picture
NI	AD	Encouraged a "need to know"
NI	AD	Built on prior knowledge
NI	AD	Appropriate amount of content <i>allowed for meaningful learning</i>

Encourages Student-Faculty Contact		
NI	AD	Asked or entertained student questions
NI	AD	Waited at least 8 seconds for answers
NI	AD	Repeated student questions and answers
NI	AD	Used active learning activities
NI	AD	Addressed unruly or inattentive students effectively

Previous and Other Strategies

INSTRUCTOR STYLE

- **Goals/Objectives**
- **Content**
 - too much information conveyed in handout with mix of required and supplemental information – difficult for students to know what was important
- **Organization**
 - followed an outline format

INSTRUCTIONAL SKILLS

- **Asking questions**
 - Asked close-ended questions – consider rephrasing to an open ended question. No pausing for other questions.
- **Use of examples**
- **Timing**

Scaled Rating Forms

- The instructor is well-prepared for class
 - (arrives starts promptly, materials ready/in order, articulated class plan, shows content preparation)
- 5 – Extremely
- 4 – Very Well
- 3 – Adequately
- 2 – Inconsistently
- 1 – Not at all
- N/A
- Comments

**Multi-peer
Observations**

Use of Multi-Peer Observations

- Multiple instructor courses
- Courses across disciplines
- Courses with outside or one time presenters
- Clinical teaching observations
- Resident training

Focus of Multi-Peer Observations

- More formative in nature
- improving teaching and building a community of educators
- Observation and shared reflection rather than evaluation

Teaching Squares Strategy #2

Teaching Squares Method

- Creates a safe, mutually-supportive, energizing environment for sharing joys and challenges of teaching

Advantages of Teaching Squares

- Shared responsibility
- Self-referential reflection
- Appreciation
- Mutual respect

Square Partners

- Should be able to recognize that different styles of teaching can be equally effective
- Peer reviewers are not born, they are made—they should receive peer review training—this ensures reliability and validity
- Mix of experience plus

Timeline for a Teaching Squares Project

- Squares Kick-Off Party
- Class visit 1
- Class visit 2
- Class visit 3
- Reflection
- Square Share Time
- All Squares Celebration

Squares Kick Off

- Meet other partners
- Set guidelines for your group
 - Amount of notice for a visit
 - Role of the visiting instructor
 - Information exchange
 - Information to be shared with students
 - Classroom visit duration
 - Square share time and location

Course Information to Share

- Copy of syllabus
- Description of why students are taking the course
- Major teaching goals or objectives
- Textbook or daily materials for reference

Pairing for Visits- Why 4?

A	B
C	D

Week	Pair 1	Pair 2
1	AB	CD
2	AC	BD
3	AD	BC

Classroom Visits

- Observers not evaluators
- Observe teaching techniques, attitudes, classroom materials, classroom management
- Reflect on own teaching

Reflections

- Don't get caught up in "Does this professor teach the way I do?" or "I wouldn't have done it that way."
- Personal focus on improving teaching
- Keep them positive
- Offering opinions (even positive) creates a judgmental climate and undermines trust

Square Share Time

- Attitude of appreciation
- What stood out?
- How did your participation give you a better appreciation of students, colleagues, college, and profession?
- What might you use to make your own teaching more effective (start, stop, continue)?

Additional Issues

- Videotaped Teaching Observations
 - Viewer tends to focus on small gestures or personal appearance instead of strategies for improvement of the message
 - Can't see student reactions
 - Don't get the full effect of the environment

Questions?

References

- Chickering, A., & Gamson, Z. (1987). Seven principles for good practice in higher education. *AAHE Bulletin*, 39, 3-7.
- Cohen, P., & McKeachie, W. (1980). The role of colleagues in the evaluation of college teaching. *Improving College and University Teaching*, 28, 147-54.
- Hutchings, P. (1996). *Making teaching community property: A menu for peer collaboration and peer review*. Washing, DC: AAHE.
- Menges, R., & Svinicki, M. (1996). *Honoring exemplary teaching*. New Directions for Teaching and Learning, 65. San Francisco, CA: Jossey-Bass.
- Rhem, James. (2003). *Teaching Squares*. National Teaching and Learning Forum. 13 (1).
- Svinicki & Lewis, www.utexas.edu/academic/cte/peerobserve.html accessed 2/5/05
- Van Note Chism, N. (1999). *Peer Review of Teaching*. Bolton, MA: Anker.
