



A BRIEF GUIDE  
**TO THE EVALUATION OF  
TEACHING AND COURSES**



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# Why should one evaluate one's teaching and course?

In response to the Nelson Mandela University Teaching and Learning Policy, that requires the university to assure the quality of the teaching and learning experiences offered to students, the Teaching Development Team introduces the Evaluation of Teaching and Courses. The process of evaluating one's teaching speaks directly to the purpose of the Nelson Mandela University Teaching and Learning Policy that includes the following points as of the underpinning principles that informs the university's approach to teaching, learning and assessment<sup>1</sup>:

- Encourage and enable staff and students to take co-responsibility for the quality of the learning experience provided.
- Give practical effect to creating and sustaining a responsive learning environment conducive to excellence in teaching and learning and fostering holistic student success"<sup>2</sup>

In line with the Teaching and Learning Policy the process of teaching evaluation speaks to the aim of the policy to "provide a conducive work environment where staff can function optimally and engage in on-going professional development"<sup>3</sup>. The policy lists various ways in which the aforementioned can be demonstrated, but for the purpose of this documents the following stand out:

- Supporting and actively encouraging both academic and professional support staff to undertake professional development opportunities that enhance their effectiveness to contribute to learning experience provided to students
- Developing strategies to encourage academics to be reflective practitioners that research their teaching and assessment practices and increasingly engage in the Scholarship of Teaching and Learning (SOTL).

Taking cognisance of the above-mentioned it is evident that the objective of the university and the Teaching Development Team is to encourage academics to engage in a process which has become known as reflective practice, which entails using one's experience as an opportunity to consider both one's teaching philosophy and practice<sup>4</sup>. The evaluation of teaching and courses is an integral part of teaching and professional development and should be treated as an ongoing and comprehensive process that is marked by careful planning and systematic implementation. Teaching Evaluation is considered a critical element that influences academics' decision making on the modules and how one teaches those modules.



<sup>1</sup>Teaching and Learning Policy D/1098/09 p 2

<sup>2</sup>Vision 2020 Strategic Plan p31

<sup>3</sup>Teaching and Learning Policy D/1098/09 p 9

<sup>4</sup>Hammersley-Fletcher, L & Orsmond, P. (2005), "Reflecting on reflective practices within peer observation. In. Studies in Higher Education Vol 3, No. 2, April 2005 pp. 213-224





# WHAT IS TEACHING EVALUATION?

Brent and Felder state that a prerequisite to improving teaching is having an effective way to evaluate it. Standard references on the subject agree that the best way to get a valid summative (or formative) evaluation of teaching is to base it on a portfolio containing assessment data from multiple sources – ratings from students, peers and administrators, self-ratings, and learning outcomes – that reflect on every aspect of teaching, including course design, classroom instruction, assessment of learning, advising and mentoring<sup>5</sup>. In other words, to effectively evaluate one's teaching it is imperative that one takes 'a picture' of one's teaching (or a specific aspect thereof) from as many angles or perspectives as possible for the purpose of improving the effectiveness of the teaching-learning process.

Teaching Evaluation is vital, as it speaks to reflective practice that specifically uses evaluation to focus on one's modules and how to teach them in a meaningful way to develop and enhance one's own teaching, but also student learning. Through the teaching and course evaluation process one is afforded the opportunity to reflect on feedback, which allows one to identify and develop aspects of teaching a particular module or course that need attention. It is important to understand that evaluating one's teaching does not mean we are bad teachers, in fact, it means quite the opposite, as it refines teaching skills and reflective teachers are more open to innovation<sup>6</sup>. Evaluating one's teaching and courses assists one in reaching one's full potential in the classroom which, promotes a culture of teaching and learning excellence and the quality of the learning experience provided at Nelson Mandela University<sup>7</sup>. A successful evaluation generates outcomes that are valid, reliable and indicate directions and action for improvement. It is the responsibility of each individual academic to engage in evaluating teaching and courses to determine which teaching practices are more effective than others, in a specific context. Therefore, it is imperative that one takes primary responsibility for doing the evaluation.

## What is the purpose of the evaluation?

There are two main purposes of teaching and courses evaluation in higher education, typically called "formative" and "summative". Decisions about sources of evaluative data, methods of collecting information, and the importance of a formal process are centred on whether the primary purpose is summative or formative evaluation. It is however important to note that the evaluations, be it summative or formative is a developmental process in which one researches one's teaching practice using action research and to document the scholarship of one's teaching in a professional teaching portfolio.

<sup>5</sup>Brent, R & Felder, M. (2004) A Protocol for Peer Review of Teaching. Proceedings of the 2004 American Society for Engineering Education Annual Conference & Exposition. Available online: [http://www.lmu.edu/Assets/Centers+\\$!2b+Institutes/Center+for+Teaching+Excellence/Brent+Felder+Protocol.pdf](http://www.lmu.edu/Assets/Centers+$!2b+Institutes/Center+for+Teaching+Excellence/Brent+Felder+Protocol.pdf)

<sup>6</sup>Hammersley-Fletcher, L & Orsmond, P. (2005), "Reflecting on reflective practices within peer observation. In. Studies in Higher Education Vol 3, No. 2, April 2005 pp. 213-224

<sup>7</sup>HEADS: Strategic Plan 2012-2014 p 1

## Summative evaluation

is evaluation to review results. Summative evaluation occurs for accountability to stakeholders and improvement of courses and teaching effectiveness. At Nelson Mandela University the evaluation of teaching and courses is implemented as a measure of quality enhancement for teaching and learning, which together with research and community engagement comprise the three main functions of higher education. Academics should be aware of when they are to be evaluated and it is recommended that a variety of methods are employed during this evaluation and that the primary focus remain developmental and that academic staff are supported in their efforts to improve their learning. The teaching development team is responsible for assisting departments and faculties to develop teaching evaluation procedures and provides advice, support and professional development aimed at enhancing the quality of teaching across the institution.

## Formative evaluation

is evaluation for improvement or development. The evaluation of teaching and courses programme provides information and feedback to academics in order to improve the quality of teaching and learning through evaluation their practice and content. Teaching, like all other professional practices, should be continuously and systematically examined, reflected on and improved. Evaluation assists academics to identify constraints in relation to their teaching and learning and provides ways to address these concerns. Formative evaluation is typically individualized, self-determined, and informal, but should form part of one's reflective practice and draw information from several sources for more reliable results. When done consistently, following good practice, formative evaluations result in improvement in one's teaching. From this perspective, early discouraging results only add lustre to later success, while demonstrating the value of evaluation for improvement and reflective practice.

Evaluation of teaching and courses is used to:

- improve teaching and learning experiences for students and academic staff;
- assist staff to engage in a scholarly review of their teaching by reflecting on unit design, delivery, student engagement, and assessment;
- promote professional development through professional conversations between colleagues who observe in their classrooms and between lecturers and HODs following formal and informal observations
- provide the individual student with an opportunity to offer constructive criticism to his/her lecturer
- provide the student body with a voice in developing and maintaining an effective lecturing and curriculum
- provide the individual academic with data that may be used in support of his/her considerations for promotion
- provide data to benchmark teaching and learning quality within and beyond the NMMU;
- provide data that may assist in making curricula decisions
- provide evidence that academics can use as indicators of teaching performance when discussing work plans with the Head of Departments; and
- provide evidence for academic staff promotion and performance management processes and teaching portfolios.



Reflecting on one's evaluations allows one to see a progression on one's teaching and allows for the dissemination of one's results for summative evaluations.

# Where does one gather data for the evaluation of teaching and courses?

The most important consideration in teaching and courses evaluation, both for improvement purposes and for personnel decisions, is the use of multiple methods of teaching and courses evaluation involving multiple sources of data. The data obtained from each kind of evaluation, when considered together, provides one with a balanced picture of one's courses and how one teaches them. By thinking carefully about the purposes of evaluation, and by crafting multiple methods of evaluation that suit those purposes, one can devise evaluation systems that are reliable, valid, and fair. Equally important, the process of discussing and crafting evaluation systems focuses attention on the practice of good teaching and helps to create a culture in which teaching is highly valued.

Stephen Brookfield<sup>8</sup> states that critically reflective practitioners constantly research their own assumption about their teaching practices by seeing practice through four complementary lenses: the lens of their own reflective practice, the lens of learner's eyes, the lens of colleague perceptions, and the lens of theoretical, philosophical and research literature. Viewing what one does through these difference lenses alerts one to distorted or incomplete aspects of our assumptions that need further investigation. The four angles or lenses, which can be used to evaluate teaching and courses, are discussed below.

## Self –Evaluation

Successful academics continuously evaluate the effectiveness of their teaching style. Self-reflection often occurs before feedback is gleaned from other sources. Although it also means deciding which of the feedback given by others one needs to take on board to help one develop one's teaching and courses. Self-evaluation involves critical reflection on information gathered in the process of looking at one's teaching through the other 'lenses'; it involves 'talking back' to what one's students and peers have said about one's teaching and course. The feedback on one's teaching and courses from peers and students are only really valuable if one has reflected critically on it the light of one's own experiences and beliefs.

Academics could document the feedback from others as well as their self-reflections and one's responses to all of these in a teaching portfolio. A common expression in pedagogic circles is "reflective practice." The teaching portfolio approach is widely seen as a method for fostering reflection in Higher Education context. Teaching portfolios are a means of documenting good teaching at both institutional and personal levels. In addition, building a portfolio is particularly valuable in developing as a teacher.

## Eliciting feedback from students

There are many different ways of accessing student perceptions of your courses and teaching. The method you choose depends on the purpose of the evaluation, nature of the feedback sought; the nature of the discipline; the level of study and the size of the class.

## Student Feedback Questionnaires

The Teaching Excellence Cluster has a standardised questionnaire available to academics that is administered to obtain feedback from students. The teaching development team is available to assist academics in constructing a questionnaire that is tailor-made to one's needs.

Once the questionnaire has been completed one is encouraged to appoint a facilitator to administer the questionnaire rather than doing it oneself. Students are more open and honest in their responses if they are aware that the facilitator

<sup>8</sup>Brookfield, S. (1998) Critically reflective practice. In *The Journal of Continuing Education in the Health Professions*. 178/4:197-205

seals their responses in an envelope for return to the scanning assistant. The data will be analysed, and the results are decimated in a confidential spreadsheet. Academics are encouraged to discuss the feedback with colleagues or staff within the teaching development unit who are available to collaborate with academics in the development of improved teaching and learning strategies.

### **Other strategies for obtaining feedback from students**

There are many other educationally sound approaches for obtaining student feedback. A student focus group is one of the methods that have been found to be very effective. Focus groups could include the whole class, or a sample from the class, and is facilitated by the teaching development team.

The purpose is to gather consensus-based student data that enables lecturers to make informed decisions about their teaching and courses. It is a very effective method of eliciting feedback, which focuses on areas of specific concern to an academic.

There are also a number of more informal strategies which academics can use in their classes, which are particularly useful to inform their on-going teaching and course development in a particular module.

Academics can:

- Pose questions directly to the class, which can either be responded to orally or in writing
- Use critical learning statements: Students are asked to write down three points which, at the end of lesson/section are 'clear' and three which are 'muddy'.
- Ask students to draw a concept map showing what they have learned in a particular class or about a topic.
- Ask students at the end of class to do 'free writing', i.e. give them a topic and ask them to write, without lifting their pens, for three minutes, in response to a topic or question you have posed.

In order to create a 'culture' of evaluation students must be encouraged to see their participation in evaluating teaching and courses as part of their role as active learners. To achieve this, it helps to provide your students with feedback on what one has discovered and how the information will influence future behaviour or incite changes in one's teaching style.

Student ratings can and do provide valuable information but they cannot always tell individuals everything needed to make valid and reliable assessments of teaching effectiveness. They thus need to be used along with information from other sources to triangulate the results, much like in other forms of research.

### **Colleagues: Peer and teaching observations**

Colleague review of teaching can play as significant a role, as does peer evaluation of research. Colleagues who have expertise in the discipline being taught and training in what to observe can provide important evaluative information through classroom visits and review of course materials and instructional contributions. While observation by colleagues should be approached with caution, if these results are to be used for summative evaluation, peer observation is an excellent method for improving teaching. It is especially effective when done reciprocally as part of a teaching circle or mentoring relationship and reflected upon in a teaching portfolio. In fact, it could be argued that observing teaching improves the teaching of the observer as much as the teaching of the observee, especially if the observer reflects on what they have observed in the classroom. Peer evaluations are normally undertaken by an academic from your department that has insight into the course material the discipline.

An alternative method of obtaining feedback on one's teaching is to approach an expert in teaching and learning, like a member from the teaching development team. A colleague from the teaching development team's feedback will

focus mainly on one's teaching practice rather than course content. It is highly recommended that a peer evolution is conducted in conjunction with a teaching evaluation.

The evaluation process is enhanced when, prior to classroom visits, colleagues review the syllabus and course-related materials and discuss course goals and lecture objectives with the academic.

It is **good practice** for peer evaluation to be a planned and structured process, involving the separate stages. A five-step peer observation (and teaching observation) strategy is recommended below:

### STEP ONE

A pre-observational meeting between academic and the peer observer to establish rapport and to set context and identify aims and learning outcomes of the process that is to be observed. A document containing questions that could be used during pre-observation process is attached.

### STEP TWO

The observation in which the observer records what happens in the class(es). An observation tool to record the observation is attached. It helps them focus on specific criteria essential to completing a reliable and valid observation.

### STEP THREE

A period of analysis in which the observer analyses what he/she has seen in relation to the terms of the pre-observational meeting and other matters arising out of the observation.

### STEP FOUR

A post-observation meeting in which the observer give feedback on the observation and to compare the perceptions of the observer and the observee. The observer and the observee will then discuss strategies for development/management of problems.

### STEP FIVE

The report, which is usually given only to the academic concerned and remains confidential will be written. The report will be sent to other people with the consent of the observee only.



#### It is the role of the observer

- to try to be unobtrusive in the class
- to provide prompt feedback
- to focus on providing feedback that will foster development by listening to what the academic wants him/her to observe
- to give specific feedback that is descriptive rather than evaluative
- to direct comments towards behaviour which the observee can change



## Literature

Another way of obtaining insights into one's own practices is through critical reading of what academics at other universities have written about their research into the teaching of their disciplines. There are numerous benefits for academics who engage with the literature of teaching and learning such as the South African Journal of Higher Education and Teaching in Higher Education. For example, you may discover ideas for overcoming teaching struggles, new feedback strategies or interpretive techniques, a strong vocabulary to express teaching beliefs, and/or wider social, political and cultural contexts for your teaching and some ideas on how to incorporate an engagement with scholarly literature into your teaching practice and design as well as the contextual factors that shape their teaching.

## Purpose of course evaluations

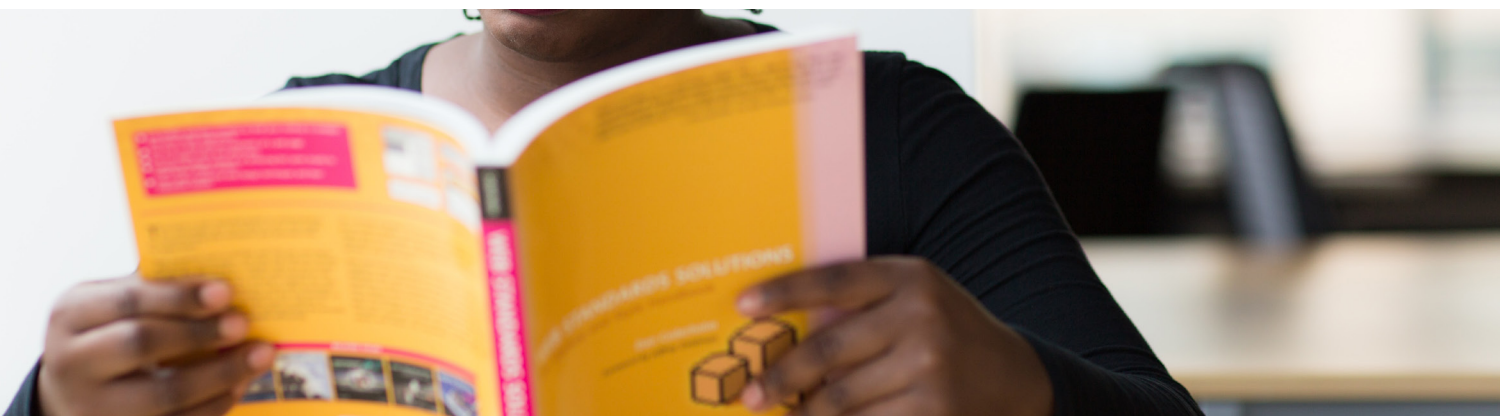
The purposes of student evaluation of courses are:

- To furnish information for the individual academic to use in assessing his/her course content and presentation.
- To provide the individual student with an opportunity to offer constructive criticism to his/her teaching of the course.
- To provide the student body with a voice in developing and maintaining an effective Faculty and curriculum.

## Concluding Remarks

We can conclude that reflective practice is appropriate as a means of enabling university academics to become more skilled at teaching, even when they do not see teaching as their primary field of activity. You're probably thinking that this all sounds very complicated. In truth, in most cases, appropriate use of student ratings data will result in the right decisions. However, for the minority of cases where the ratings data may be misleading or incomplete, it is critical to have other measures. In any case, a judgment is more likely to be correct if corroborated by several data sources. Indeed, few faculty members want their teaching evaluation to be based solely on student ratings.

Our university mission, in part based on our Vision 2020, states clearly that teaching is important. A department that wishes to promote effective teaching will use evaluation as an opportunity for faculty development. Meaningful and collegial peer evaluation can provide a context for valuing and supporting good teaching. The better the evaluation system, the less likely that faculty will feel they are being judged unfairly or that expectations are unclear. At the same time, a department will be on solid ground in addressing situations of genuine poor teaching.

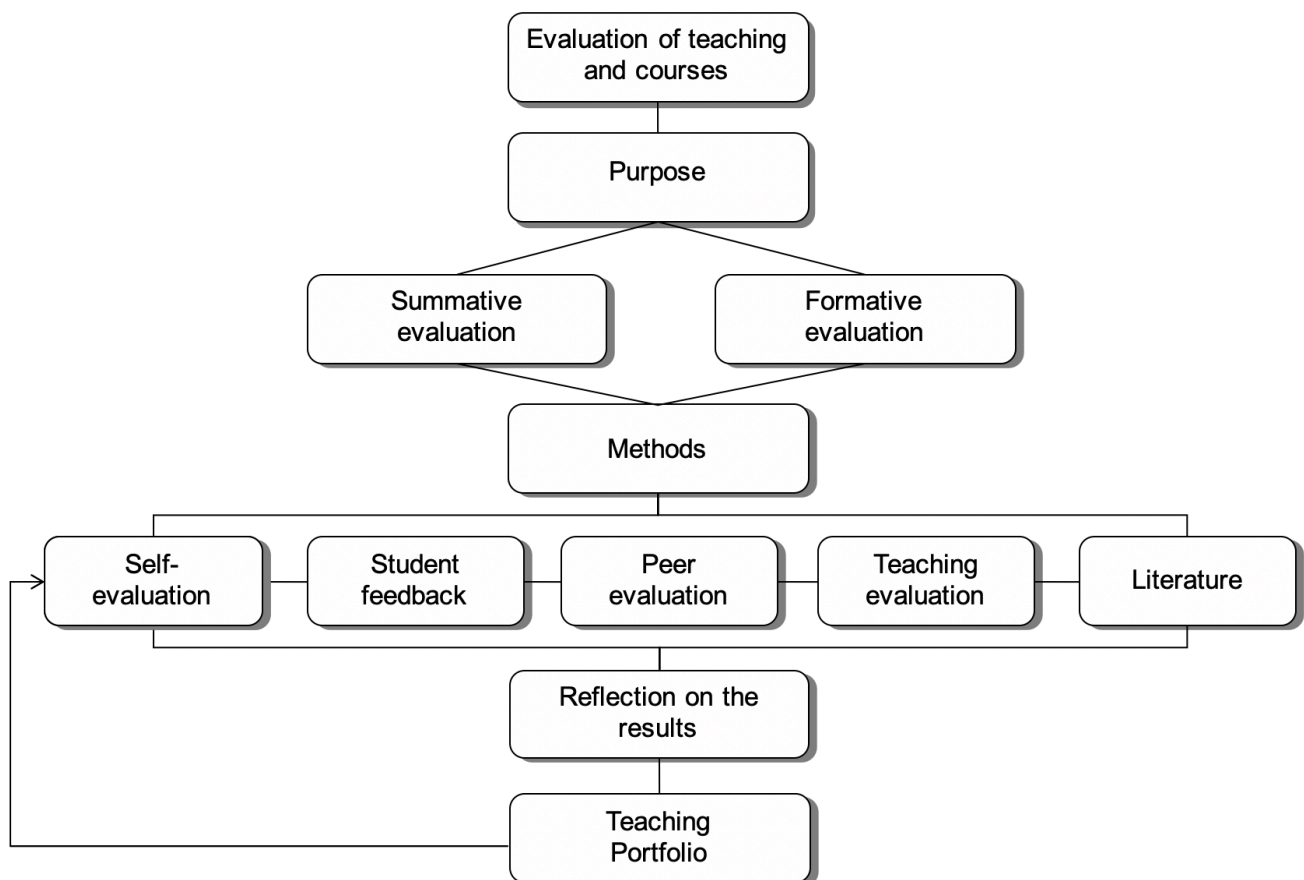




The teaching development team also offers the following opportunities with regard to the evaluation of teaching and courses:

- Student evaluations
- Providing written reports based on the student feedback results
- Conducting focus group/interviewing techniques to elicit more specific and detailed feedback from students
- Introducing and offering training on peer observation systems in your department
- Providing teaching observations
- Deciding how to respond to feedback you have received
- Investigating informal methods of evaluation
- Building a portfolio
- Workshops on the aforementioned

## Process for the evaluation of teaching and courses



# Teaching Observation process

Ideally the teaching observation may follow once student feedback has been obtained to triangulate the feedback received. It is **good practice** for peer observation to be a planned and structured process, involving the separate stages. A five-step peer observation (and teaching observation) strategy is recommended below:

## STEP ONE

A pre-observational meeting between academic and the observer to establish rapport and to set context and identify aims and learning outcomes of the process that is to be observed. A document containing questions that could be used during pre-observation process is attached.

## STEP TWO

The observation in which the observer records what happens in the class. An observation tool to record the observation is attached, however it is not set in stone, and can be adapted according to the needs identified during the meeting and the student feedback received.

## STEP THREE

A period of analysis in which the observer analyses what he/she has seen in relation to the terms of the pre-observational meeting and other matters arising out of the observation.

## STEP FOUR

A post-observation meeting in which the observer give feedback on the observation and to compare the perceptions of the observer and the observee. The observer and the observee will then discuss their experiences of the observation and if any future action may be required.

## STEP FIVE

A brief report, which is usually given only to the academic concerned will be written. The report will only be forwarded to other stakeholders with the consent of the observee.



### It is the role of the observer

- to try to be unobtrusive in the class
- to provide prompt feedback
- to focus on providing feedback that will foster development by listening to what the academic wants him/her to observe
- to give specific feedback that is descriptive rather than evaluative
- to direct comments towards behaviour which the observee can change

# Pre teaching observation discussion

DATE of pre-observation \_\_\_\_\_

Lecturer's name (Observee)			
Teaching observer			
Programme and module			
Date of observation		Venue	
Start time		End time	
Number of students on register		Number of students present	

1. What are the outcomes for the lecture?

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2. What strategies, methods and techniques will you use to help the students master these outcomes?

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3. How will you know that the students mastered these outcomes (how will the students show that they know and can do what you expected of them?)

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4. What would you like the observer to pay special attention to?

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5. What are your specific concerns about this lecture / group (if any)?

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**Notes:**

**Post-observation discussion**

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Venue: \_\_\_\_\_



# Teaching Observation template

<b>Programme and module</b>			
<b>Date of observation</b>		<b>Venue</b>	
<b>Start time</b>		<b>End time</b>	
<b>Number of students on register</b>		<b>Number of students present</b>	

Rating scale (1 = excellent, 2 = meets minimum standards, 3 = area for development) (NA where not applicable)

<b>Advanced preparation</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Notes</b>
Uses specific teaching strategies to meet the learning outcomes				
Demonstrates confidence with the subject matter				
Evidence of well planned, additional quality material and learning activities (notes, handouts, readings, worksheets, PowerPoint, multimedia, practicals)				
<b>Framework for learning</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Notes</b>
Briefly recaps main ideas from the previous session				
Determines student preparedness for the current session				
Clearly outlines the learning outcomes for the session				
The session progresses in a logical, structured, fit for purpose sequence				
Links the session topic to future topics				
Concludes the session and consolidates key concepts				
<b>Content management to cover learning outcomes</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Notes</b>
Key points are highlighted and clearly explained				
Definitions of new terminology are well explained				
Clear links between the session / study guide / textbook are made				
Outcomes (content that should've been covered) are achieved				
<b>Time management to optimize learning</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Notes</b>
Maximum use is made of the time available				
The timing of the learning activities is in line with the students' attention span				
The pace of the session is appropriate for conceptual understanding to develop				
<b>Classroom management to promote learning</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Notes</b>
Deliberately and effectively holds class' attention				
Acknowledges individual students and actively builds relationships				
A positive learning environment is maintained				

Attention to methodology for the learning experience	1	2	3	Notes
Makes use of different visual aids				
Creates opportunities for active student participation, practice and application				
Varies the learning experience of the students through a range of learning activities (doing / writing / seeing / listening / speaking)				
Demonstrates awareness of and appropriate response to individual students				
Uses a variety of questioning techniques effectively				
Provides constructive and immediate feedback to student responses				
Encourages personal responsibility for learning by motivating student consolidation and preparedness (checking submissions, etc.)				
Creates opportunities for students to respond in writing to subject matter				
Clarity of delivery for learning	1	2	3	Notes
Uses appropriate tone and language				
Communicates in own words to explain concepts				
Link to real life and world of work	1	2	3	Notes
Uses relevant and practical examples to illustrate / clarify points				
Illustrates how subject matter applies to the real world				
Information literacy and good academic practice	1	2	3	Notes
Demonstrates and emphasizes correct referencing in handouts and slides				
Promotes student use of the library to access information and refers them to additional materials				
Promotes use of multimedia / technology to support best teaching practice through own use of appropriate technology, where relevant				
Lecturer's strengths based on the teaching observation	Potential areas for development based on teaching observation			

## Teaching observation post-discussion

Lecturer's name (Observee)			
Teaching observer			
Programme and module			
Date of observation		Date of discussion	

1. What do you think worked well in this lecture?

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2. Do you think you accomplished the outcomes you set for this lecture (what can the students do now that they could not do before the lecture?) How do you know this?

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3. What would you do differently if you were to repeat this lecture? Why?

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4. What support do you require to further develop your teaching practice?

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Lecturer's name		Lecturer's signature	
Observer name		Observer's signature	

## Peer observation as mentoring

The peer observation process provides a unique opportunity for more experienced academics to mentor novice academics, as novice academics are able to observe good teaching practice. Ideally the novice academic should have an opportunity to be both the observer and observee in this process. If conducted as a collegial exercise, mentoring can be a valuable approach to staff development or teaching quality enhancement. It can be particularly helpful for novice academics to observe and obtain guidance from a more experienced mentor.

For a novice academic acting as an observer the following questions could potentially guide the reflection process:

- What worked well?
- Is there anything I would've done differently based on the students and the content?
- How did the students engage?
- Could I employ this in my classroom? Why / Why not?
- Based on the observation do I require any teaching and learning development? If so, what do I require?

Finally, a discussion with a teaching and learning expert for further development is highly recommended.



## Peer Observation template<sup>9</sup>

Lecturer's name (Observee)			
Teaching observer			
Programme and module			
Date of observation		Venue	
Start time		End time	
Number of students on register		Number of students present	

## Peer Observation Checklist<sup>10</sup>

	Focus: Organisation & Structure	Notes
<input type="checkbox"/>	Session is clearly structured and logical (includes Introduction-Body-Closure)	
<input type="checkbox"/>	Session is organised and well prepared	
<input type="checkbox"/>	Session begins and ends on time	
<input type="checkbox"/>	Resources and materials are well prepared	
<input type="checkbox"/>	Learning outcomes for the session are explicitly stated	
<input type="checkbox"/>	Session is appropriately paced with breaks as required	
<input type="checkbox"/>	Time for student questions and/or feedback is allocated	
<input type="checkbox"/>	Summary of main ideas is provided	
<input type="checkbox"/>	Expectations for next session are established	
	Focus : Learning Activities & Content	Notes
<input type="checkbox"/>	Teacher is knowledgeable	
<input type="checkbox"/>	Connections to previous and upcoming course materials and assessment (if appropriate) are made	
<input type="checkbox"/>	Time is devoted to active learning (including practice)	
<input type="checkbox"/>	Learning activities target the interests and needs of students	
<input type="checkbox"/>	Learning activities, content and examples are relevant, connected and authentic (e.g. uses real world examples)	
<input type="checkbox"/>	'Teachable moments' are utilised to promote engaged learning	
<input type="checkbox"/>	Key ideas are explored reinforced and summarised throughout the session	

<sup>9</sup>Adapted from Professor Alejandro Armellini, Institute of Learning and Teaching in Higher Education University of Northampton and Scrivener, J. Learning Teaching Task 9, p.211

<sup>10</sup>Adapted from the University of Queensland Australia



	<b>Focus: Questioning &amp; Feedback for Learning</b>	<b>Notes</b>
	<b><u>Questioning for learning</u></b>	
<input type="checkbox"/>	Questions are planned and integrated throughout the session	
<input type="checkbox"/>	Questions are challenging to stimulate students' learning	
<input type="checkbox"/>	Questions are adapted (rephrased) where necessary to maximise student learning opportunities	
<input type="checkbox"/>	Questions are distributed around the class	
<input type="checkbox"/>	'Thinking time' is provided for students	
<input type="checkbox"/>	Teacher knowledgeably responds to students' questions and answers	
<input type="checkbox"/>	Questions are used to gather information about student learning	
	<b><u>Feedback for learning</u></b>	
<input type="checkbox"/>	Feedback is detailed and well-structured to maximise student learning opportunities	
<input type="checkbox"/>	Feedback is constructive and positive	
<input type="checkbox"/>	Feedback is provided in whole-class, group and individual situations	
	<b>Focus: Learning Technologies</b>	<b>Notes</b>
<input type="checkbox"/>	Learning technologies are incorporated into learning activities	
<input type="checkbox"/>	Learning technologies are used in a well-planned, efficient and effective manner	
<input type="checkbox"/>	Learning technologies are connected to class materials	
	<b>Focus: Communication, Rapport and Interactions</b>	<b>Notes</b>
<input type="checkbox"/>	Delivery is confident	
<input type="checkbox"/>	Delivery conveys passion for subject	
<input type="checkbox"/>	Classroom atmosphere is conducive to learning	
<input type="checkbox"/>	Interactions are mutually respectful	
<input type="checkbox"/>	Expectations are established and modelled	
<input type="checkbox"/>	Explanations, questions and instructions are clear	
<input type="checkbox"/>	Voice is appropriate in volume and tone	
<input type="checkbox"/>	Pace of the lesson is adjusted to accommodate student needs and maintain interest	
<input type="checkbox"/>	Language used is appropriate to students' needs, abilities and experience	
<input type="checkbox"/>	Manner is positive and friendly	

### Highlights of good practice

*What worked well during the session? / What did the students respond to/ / What would I like to try in my classes?*

You could use the following section to note any other general points arising from the observation. In any observation there will be aspects or practices that worked well and less well. In your reflection, try to be empathetic without passing judgment on what you have noticed.

During the observation .....:

I noticed...

... and I thought ....

I noticed...

... and I wondered ....

I noticed...

... and I wanted to ask ....

**Reflection in relation to my own professional practice and development**

*It is recommended to contact a teaching and learning professional to assist with any areas of development identified*

<b>Lecturer's name</b>		<b>Lecturer's signature</b>	
<b>Observer name</b>		<b>Observer's signature</b>	

# Student Feedback Questionnaire

1. The questionnaire is answered by **students**.
2. The **aim** of this questionnaire is to determine how you experience the lecturer's teaching and your learning in a particular module / course.
3. Your feedback is confidential and anonymous. **No names are needed**.
4. Answer codes are provided with each question. Indicate your choice on the scan form. Only **one choice** per question is allowed.
5. Section 4 is answered on the spaces A – D provided on the scan form.

## SECTION 1: LECTURER AND TEACHING

MY LECTURER	A = Always B = Usually C = Seldom D = Never			
1. Encourages me to tackle the learning experience.	A	B	C	D
2. Is enthusiastic about teaching the subject and shows it.	A	B	C	D
3. Creates learning experiences where I feel free to participate and express my opinions.	A	B	C	D
4. Gives me an overall view of the module by providing a clear outline at the beginning.	A	B	C	D
5. Explains the purpose of the subject clearly.	A	B	C	D
6. Explains the outcomes of individual lectures.	A	B	C	D
7. Plans and prepares lectures thoroughly.	A	B	C	D
8. Plans and prepares practical projects thoroughly.	A	B	C	D
9. Encourages me to tackle my learning creatively.	A	B	C	D
10. Encourages me to think for myself.	A	B	C	D
11. Presents stimulating lectures from which I learn.	A	B	C	D
12. Chooses topics for assignments/projects which are relevant and clear.	A	B	C	D
13. Sets practicals which make sense to me.	A	B	C	D
14. Creates enough opportunities for self-study in his/her subject.	A	B	C	D
15. Cares whether I learn something new during his/her lectures.	A	B	C	D
16. Assesses tests fairly.	A	B	C	D
17. Explains the outcomes of individual projects and assignments.	A	B	C	D
18. Assesses projects fairly.	A	B	C	D
19. Gives feedback on tests, projects, assignments etc. that I learn from.	A	B	C	D
20. Is punctual for classes.	A	B	C	D
21. Is available for answering my questions.	A	B	C	D
22. Uses a level of language that I can understand.	A	B	C	D

Using the scale below as a guide, indicate your evaluation of the lecturer's teaching on the computer form for question 23 and 24.

### 23. Theory lectures

Excellent <b>A</b>	Good <b>B</b>	Average <b>C</b>	Poor <b>D</b>	Very Poor <b>E</b>
80-100%	70-79%	60-69%	50-59%	0-49%

### 24. Practicals/Projects

Excellent <b>A</b>	Good <b>B</b>	Average <b>C</b>	Poor <b>D</b>	Very Poor <b>E</b>
80-100%	70-79%	60-69%	50-59%	0-49%

## SECTION 2: LECTURER AND STUDENT RELATIONSHIPS

<b>MY LECTURER</b>	A = Always B = Usually C = Seldom D = Never			
25. Treats me with respect.	A	B	C	D
26. Acknowledges me as an individual.	A	B	C	D
27. Is easy to talk to and approachable.	A	B	C	D

## SECTION 3: SUBJECT CONTENT

28. The latest developments in this subject are explained to us.	A	B	C	D
29. The way subject content can be applied in the job situation is indicated.	A	B	C	D
30. My study guides help me to learn.	A	B	C	D
31. Useful study materials are provided.	A	B	C	D
32. The links between topics in subjects are clearly indicated.	A	B	C	D
33. The subject content is set out logically.	A	B	C	D
34. The volume of work is manageable.	A	B	C	D
35. The level of the subject content is stimulating.	A	B	C	D

## SECTION 4: GENERAL

A	What are the positive aspects of the subject and content?
B	What are the positive aspects of the teaching?
C	Suggest ways to improve lectures (what helps you learn effectively in this subject/module)?
D	Suggest ways to improve practicals/projects

Using the scale below as a guide, indicate your evaluation of the lecturer's teaching on the computer form for question 23 and 24.



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