NELSON MANDELA
UNIVERSITY

THE EVALUATION TOOLKIT

COMPILED BY THE TEACHING DEVELOPMENT TEAM

CONTENT

STANDARDISED QUESTIONNAIRE

The standardised questionnaire is a 35 question set questionnaire that can be administered to students to gain feedback on teaching, course content and assessment. The questionnaire is completed on the bubble sheets that are available from our Scanning Services and are scanned and interpreted by the Teaching Excellence Team.

The results are reported in an excel document including the following:

- A <u>data sheet</u> that indicates the number of responses per question
- A <u>results sheet</u> indicating the answers in percentages
- An <u>interpretation sheet</u> that shows the results according to four categories, namely
  1. Facilitation skills
  2. Approach towards students and subject
  3. Subject Matter or Course material
  4. Assessment

The scores for these categories are depicted as graphs in the document and the questions that raise areas of concern are highlighted for reflection and potential developmental purposes.

A percentage of 80% or above indicates a positive score, a score of less than 75% indicates potential areas for development. However, a score in C+D indicates an area of possible concern and requires action towards improvement.

The open-ended questions provide students with an opportunity to share their perceptions on the positive aspects of one's teaching and ways in which one can adapt one's teaching to enhance their experience. **Please note that these relate to the students' experience and are mostly subjective comments and are returned to you via internal mail.** Please read the students' comments in relation to the data emailed.

It is recommended that one reflects on all the scores and feedback to inform one's teaching practice and that alternative evaluation methods are considered to triangulate the results received from the student feedback, as student evaluations are inherently subjective. Please feel free to contact Anne Olsen to discuss alternative evaluation methods.

In addition to student feedback the Teaching Excellence Cluster also offers the following opportunities with regard to the evaluation of teaching and courses:

- Providing written reports based on the student feedback results for Awards purposes
- 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

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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 **A**	Good **B**	Average **C**	Poor **D**	Very Poor **E**
80-100%	70-79%	60-69%	50-59%	0-49%

24. Practicals/Projects

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

SECTION 2: LECTURER AND STUDENT RELATIONSHIPS

MY LECTURER	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

INFORMAL EVALUATION TOOLS

These tools are helpful to enable us to be responsive to our students and to receive immediate feedback on how the students experienced the class, what the students are still unclear about or to reflect on what worked or didn't work.

For example, the tool below provides quick feedback on what the students found particularly useful (or not) and can be handed out during the last 5-10 minutes of a class.

The lecturer should continue to do:

The lecturer should do more:

The lecturer should do less:

The feedback tool below enables students to provide quick and easy feedback on their experience of the module and / or teaching strategies. The advantage of using this (or similar tools) is that lectures may be able to adapt to the feedback before the end of the module.

What has been the best part of the module until now?

What has been the worst part of the module until now?

Please provide suggestion on how we can improve on the module?

The Muddiest Point

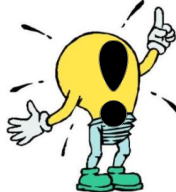The muddiest point provides students with the opportunity to highlight anything that they are still unclear about without having to be uncomfortable about voicing it in front of their peers. Students could be asked to complete these during the lecture and leave it behind on their way out. This enables us to see if anything needs to be revisited before new content is introduced.

Muddiest point
I am still confused about:

_____
_____
_____
_____
_____
_____

Lightbulb moments

Similar to the Muddiest Point, Lightbulb Moments allows students to share what they perceived as most important, what was unclear and to ask any questions. This enables academics to ascertain if they are on the same page (so to speak) as their students and to address any concerns before proceeding with new work. Many of these questions could also be addressed using an platform, such as Moodle.

Lightbulb moments

What was the most important point for you during today's class?

_____
_____
_____
_____
_____

What is still unclear after today's class?

_____
_____
_____
_____

Any questions you would like to ask about today's class?

_____
_____
_____
_____

STUDENT SUCCESS & CO-RESPONSIBILITY

This tool is particularly useful when you would like students to reflect on their own contribution and responsibility towards their learning before providing feedback on their learning experience.

Informal student feedback

Kindly answer the following questions about your teaching and learning experience at Nelson Mandela University.

Module Code	
Date	
Lecturer	

The information gathered from you in this evaluation is anonymous and will be used to improve the teaching and learning experience in the classroom.

A: Reflecting on your own learning

1) Underline which best describes your commitment to your own learning during this module:
   a. I am totally not into it
   b. I do the least of what is required
   c. I give 50%
   d. I am committed to learning
   e. I take responsibility for my own learning & really push my own limits

2) Identify at what level you want to be at with this subject (what your aims are)

Enough to pass	To be competent	To be really good at it	To specialise in this field

3) If I am to achieve these aims I need to:
   a. Do more

_____
_____
_____

   b. Do less

_____
_____
_____

   c. Continue to

_____
_____
_____

4) What can the lecturer do to assist you in achieving your aim?

_____
_____
_____

B: Lecturer feedback

1. What is the best part /experience of the module until now?

_____

_____

_____

_____

_____

2. What has been the worst part / experience?

_____

_____

_____

_____

_____

3. Please provide suggestions on how your experience can be improved.

_____

_____

_____

_____

_____

4. Any additional comments?

_____

_____

_____

_____

_____

Thank you for taking the time to answer these questions.

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 1: 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 2: 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 3: 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 4: 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 5: 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?

_____

_____

_____

_____

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

_____

_____

_____

_____

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?)

_____

_____

_____

_____

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

_____

_____

_____

_____

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

_____

_____

_____

_____

_____

Notes:

Post-observation discussion

Date: _____

Time: _____

Venue: _____

Teaching Observation template

Programme and module			
Date of observation		Venue	
Start time		End time	
Number of students on register		Number of students present	

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

Advanced preparation	1	2	3	Notes
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)				

Framework for learning	1	2	3	Notes
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				

Content management to cover learning outcomes	1	2	3	Notes
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 bene covered) are achieved				

Time management to optimize learning	1	2	3	Notes
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				

Classroom management to promote learning	1	2	3	Notes
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?

_____

_____

_____

_____

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?

_____

_____

_____

_____

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

_____

_____

_____

_____

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

_____

_____

_____

_____

_____

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[1]

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[2]

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

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[1] 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

[2] Adapted from the University of Queensland Australia

	Focus: Questioning & Feedback for Learning	Notes
	Questioning for learning	
	Questions are planned and integrated throughout the session	
	Questions are challenging to stimulate students' learning	
	Questions are adapted (rephrased) where necessary to maximise student learning opportunities	
	Questions are distributed around the class	
	'Thinking time' is provided for students	
	Teacher knowledgeably responds to students' questions and answers	
	Questions are used to gather information about student learning	
	Feedback for learning	
	Feedback is detailed and well-structured to maximise student learning opportunities	
	Feedback is constructive and positive	
	Feedback is provided in whole-class, group and individual situations	
	Focus: Learning Technologies	Notes
	Learning technologies are incorporated into learning activities	
	Learning technologies are used in a well-planned, efficient and effective manner	
	Learning technologies are connected to class materials	
	Focus: Communication, Rapport and Interactions	Notes
	Delivery is confident	
	Delivery conveys passion for subject	
	Classroom atmosphere is conducive to learning	
	Interactions are mutually respectful	
	Expectations are established and modelled	
	Explanations, questions and instructions are clear	
	Voice is appropriate in volume and tone	
	Pace of the lesson is adjusted to accommodate student needs and maintain interest	
	Language used is appropriate to students' needs, abilities and experience	
	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 the teaching development team to assist with any areas of development identified, we will gladly assist in this regard.* |
| |

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

Change the World

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