

Evaluating Teaching: A Framework in Canadian Contexts

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May 4, 2017



Why...?

Teaching engagement leads to better student learning. So, recognizing and rewarding teaching is central to the student experience.

- Denise Chalmers, 2015

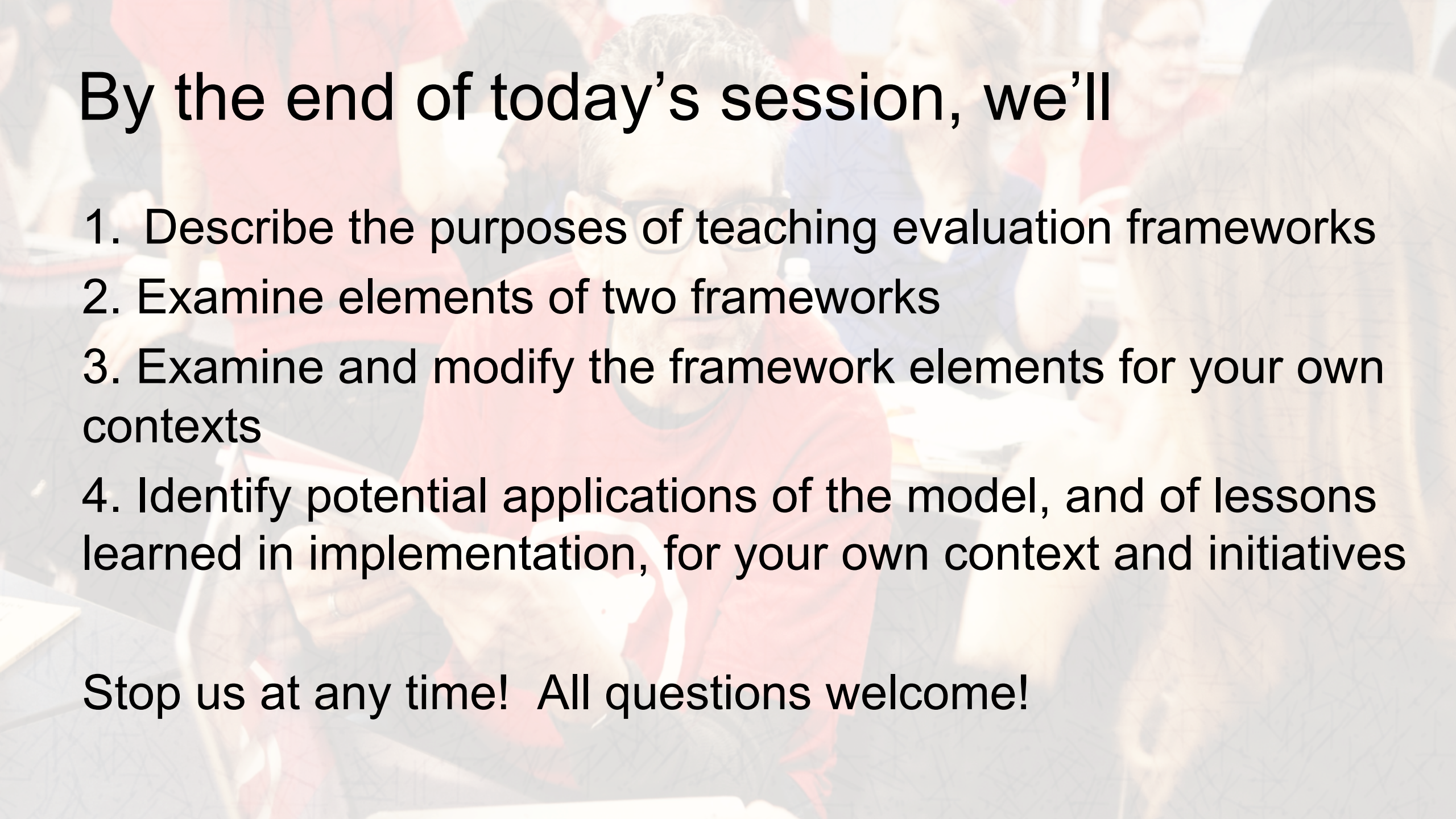


Reflection 1 (p. 2)

In small groups, take a few minutes to provisionally answer the following:

What practices and activities should be taken into account in determining the quality of someone's teaching?

Report back....



By the end of today's session, we'll

1. Describe the purposes of teaching evaluation frameworks
2. Examine elements of two frameworks
3. Examine and modify the framework elements for your own contexts
4. Identify potential applications of the model, and of lessons learned in implementation, for your own context and initiatives

Stop us at any time! All questions welcome!

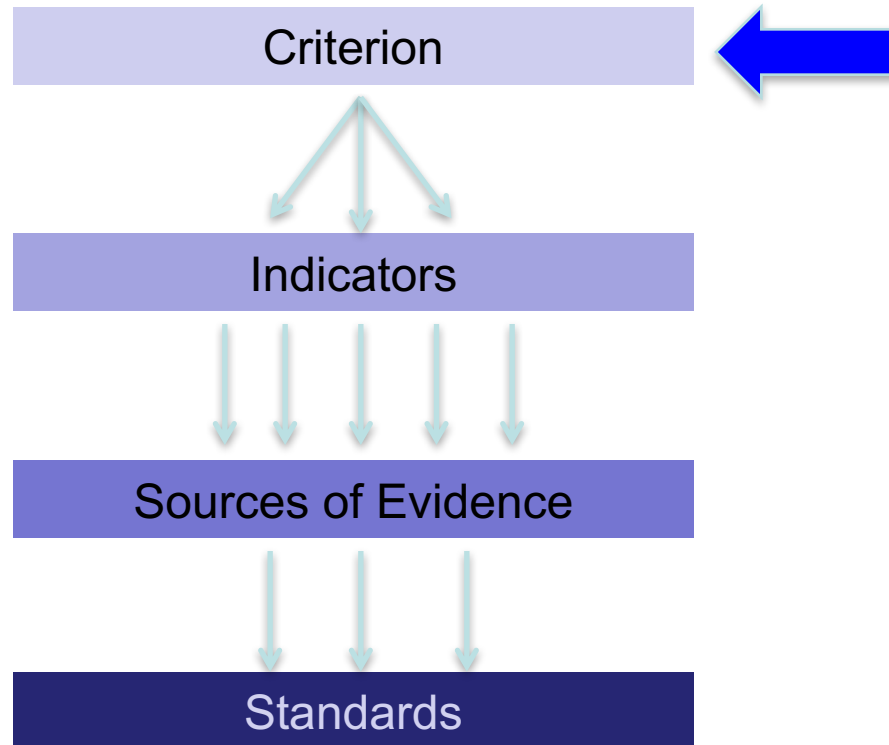
Frameworks

- Adaptable templates for criteria and standards, varied formats
- Thinking, development, and review tools
- Frameworks can be used by different people for different purposes :
 - Instructor self-improvement
 - Instructor documentation of competence
 - Dossier and renewal, promotion and tenure assessment – committees, external reviewers, consultants
 - Department heads, performance review discussions

The Australian Teaching Criteria & Standards Framework

- Templates for development of criteria, indicators, and standards for teaching
- Designed collaboratively by faculty members at five different universities across a variety of disciplines
- Intended for adaptation to suit disciplinary practices and cultures

Framework Components

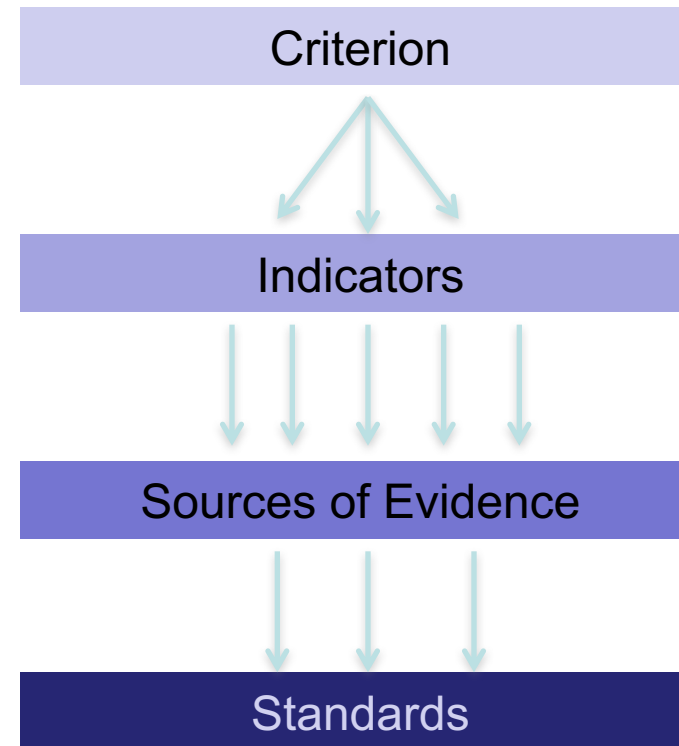


7 dimensions of teaching identified through research review and multi-institutional, cross-disciplinary consultation

Chalmers et al., 2014

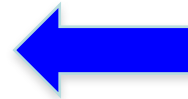
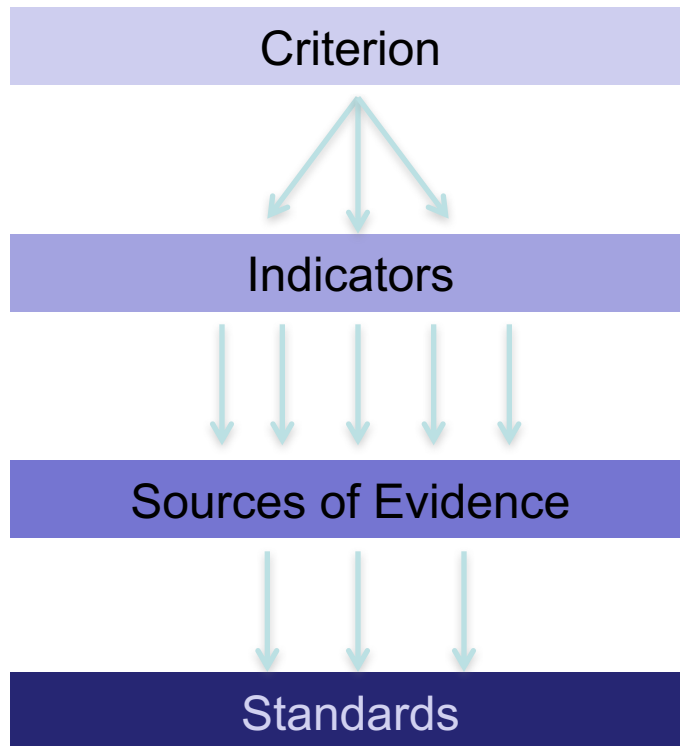
Each Criterion Has Indicators

Concrete examples of the kinds of actions that would indicate a person is meeting a criterion



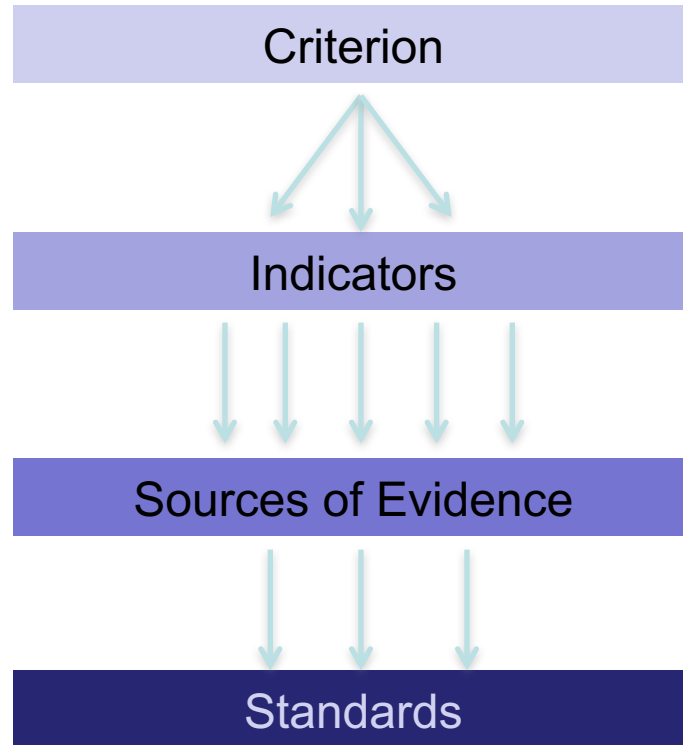
Adapted from Chalmers et al., 2014

Each Criterion Suggests Sources of Evidence



What proponents might use to build their case.

Basic Structure: Standards



The level at which the criterion must be met

Adapted from Chalmers et al., 2014



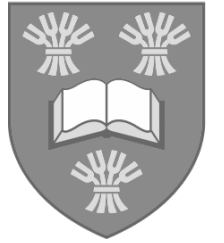
AUTCSF Criteria (1)

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

AUTCSF Criteria (2)

5. Integration of scholarship, research, and professional activities with teaching in support of student learning
6. Evaluation of practice and continuing professional development
7. Professional and personal effectiveness

University of Saskatchewan Teaching Quality Project Objectives

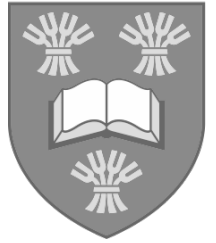


The purpose of the project was to collaboratively develop a teaching quality framework for the University of Saskatchewan that could be used as a common point of reference for processes that relate to quality teaching across the institution.

How do we understand and describe teaching quality at the U of S?

What might this mean for us as we develop, evidence and assess teaching quality?

University of Saskatchewan Teaching Quality Project Process



The Phase I report was intended to start conversations and consultation with stakeholders so that collective feedback and input can be used to build and revise a framework for shared understanding.

“Clarity without conformity.”



	Third Integrated Plan	Learning Charter	Standards for Tenure & Promotion	SEEQ: Student Course Evaluations
DESIGN (Curriculum & Assessment)				
Institutional Initiatives	Strong alignment			
Course and Assessment Design		Moderate alignment		Weak alignment
Knowledge of Subject (currency of curriculum)		Strong alignment	Moderate alignment	
DELIVERY (Instruction & Implementation)				
Knowledge of Subject (conveyed)			Weak alignment	Strong alignment
Active & Group Learning		Strong alignment		
Inspire & Motivate		Strong alignment		Moderate alignment
Respect & Care for Students		Moderate alignment		Moderate alignment
Engagement in Assessment & Feedback		Moderate alignment		Weak alignment
EVALUATION & REFLECTION				
Evaluation & Reflection		Strong alignment		

Key:

- Weak alignment
- Moderate alignment
- Strong alignment



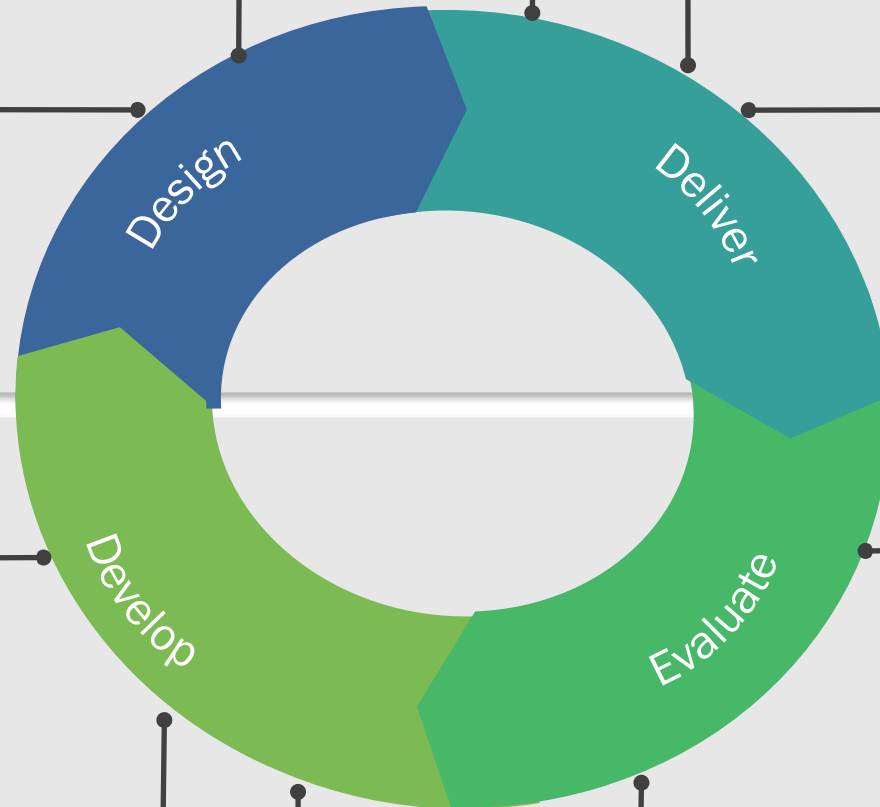
Evidence of Practice

Develop effective learning environments and student support

Design and plan learning experiences

Teach and support student learning

Assessment & feedback to students on their learning



Continuing professional development

Integration of research, scholarship &/or professional activities with teaching

Evaluation of practice

Reflection on practice

Evidence of Development

Design & Deliver

Develop effective learning environments and student support

Standards:

- Willingness to respond to students' questions and concerns
- Ability to stimulate student's interest
- Availability for students outside of class time
- Adequacy of support and direction provided to graduate students
- Fairness in dealing with students

This might look like:

Level 1:

- Provision of quality student support (including graduate supervision)
- Availability to students
- Creating an inclusive learning environment (students feel valued and able to contribute and engage)
- Connecting students to appropriate supports and services as appropriate
- Supporting students with diverse backgrounds and perspectives equitably
- Appropriately dealing with issues in student conduct (academic and non-academic)

Level 2:

- Facilitate creation of a supportive learning community (students support each other)
- Innovation in supporting students appropriate for the context
- Innovation in creating inclusive learning environments
- Creating environments that encourage and enable academic integrity and student engagement in their learning

You might draw this type of evidence from:

- | | |
|----------|---|
| Students | <ul style="list-style-type: none">• Student experience of teaching and learning questionnaire outcomes• Student and alumni testimonials• Other forms of student feedback (formative, focus groups) |
| Peers | <ul style="list-style-type: none">• Peer testimonials• Peer teaching observation outcomes• Evidence of adoption of techniques/approaches by others• Recognition from university, national or international peers |

Evidence of Practice

Develop effective learning environments and student support

Teach and support student learning

Design and plan learning experiences

Assessment & feedback to students on their learning

Map the list of teaching quality elements generated at the beginning to this framework.

What did we miss?

Continuing professional development

Evaluation of practice

Integration of research, scholarship &/or professional activities with teaching

Reflection on practice

Evidence of Development

Reflection 2

Map the list of teaching quality elements we generated at the beginning of the session to this Framework (p. 6).

- What did we miss in our brainstorm?
- What does the Framework miss?

UWindsor Goals....

- **Greater clarity**
- **Greater recognition of the diversity** of effective practice
- **Greater consistency** between the conversations of promotion and tenure committees and the formal documents
- **Greater capacity** for faculty members to **take control of making their own case**, or telling their own story, as teachers and researchers
- **Greater degree of awareness of and reflection on teaching**
- **Improved balance** between **teaching and research/creative activity**

Teaching Evaluation Framework

For each criterion, the Framework provides:

a definition, possible indicators, potential sources of evidence, associated UCAPT report categories.

Criterion 1: Design and planning of learning activities		
Planning, development and preparation of learning activities, learning resources and materials for a course, course or degree program; including coordination, involvement or leadership in curriculum design and development		
Possible Indicators	Sources of Evidence	UCAPT Categories
<ul style="list-style-type: none"> Preparation of course materials <ul style="list-style-type: none"> Planned learning activities designed to develop the students' learning Sound knowledge of the course content and material Course outline clearly details learning outcomes, teaching and 	<p>Possible Data sources from relevant sections in UWindsor Teaching Dossier template:</p> <ul style="list-style-type: none"> Course outlines (A2, <i>Teaching Practices</i>)³ Sample course material (A2, <i>Teaching Practices</i>, and appendices) Peer feedback (C, <i>Teaching Feedback</i>) Peer review of course materials by course/course coordinator (C, <i>Teaching Feedback</i>) Evidence of Adoption of teaching/curriculum materials by others (A4, <i>Teaching-Related Activities</i>, A5, <i>Teaching-Related Publications and Other Contributions</i>) <p>Possible data found in SET Questions:</p> <p>Course outlines</p> <p>B1. How effective was the</p> <p>requirements</p>	<p>Consistent with UCAPT categories:</p> <ul style="list-style-type: none"> A. Course outlines B. Organization of class C. Preparation for classes J. Appropriateness of material presented

All together, now....

UWindsor Criteria

1. Course and curriculum design
2. Instructional methods
3. Assessment and feedback to students
4. Student support and guidance
5. Integrating scholarship, research and professional activities in support of learning
6. Efforts to improve/develop
7. Professional and personal effectiveness

Adapted from Chalmers et al., 2014



Diversity & Excellence

- Scholars' skills are diverse
- Disciplines have diverse requirements
- Students' needs are diverse



Criteria should reflect diverse ways of being competent and encourage a diversity of excellent practice



Disciplinary Variations

- Nomenclature and values
- Sociocultural and ideological concerns
- Professional/applied/field/lab practice
- Role of research
- Role of graduate students and graduate supervision
- Core pedagogies
- Pedagogical research



Group Activity 1: Departmental Adaptation

1. As an individual, review Criterion 2
 - Pick a disciplinary or departmental lens you are somewhat familiar with
 - Read the criterion (including indicators etc.) from that lens. Identify adaptations and changes that improve the “fit” with that discipline
2. As a group, discuss the changes you feel would be necessary and identify any common types of changes (p. 21)



Standards

- Clarifying **the level of performance** required
- Clarifying **what's mandatory**, and what is more flexible
- Identifying a **workable format** for the department



For Example...

Criterion 1

Design and planning of learning activities



One Possible Indicator

Course outline clearly details learning outcomes, teaching and learning activities, and assessment



Possible
Standards

Renewal

Course outlines are **generally consistent** with bylaw and policy, and outline intended learning outcomes, activities and assessments with **a degree of clarity**

Tenure

Consistently in compliance with bylaw and policy, **outlines show** the alignment of materials, activities and assessments with intended course learning outcomes.

Promotion to full professor

Consistently in compliance with bylaw and policy, course outlines are **highly readable**, and **clearly show** how materials, activities, and assessment align with the intended learning outcomes.

Determining Standards

DEPARTMENT'S
CHOSEN
THRESHOLD

INDICATORS

3. Assessment and giving feedback to students	N/A	Poor (1-3)	Competent (4)	Good (5-6)	Excellent (7)
Quality of assessment tools <ul style="list-style-type: none"> ▪ Clarity ▪ Alignment with learning outcomes ▪ Appropriate level of difficulty 		Assessment activities were hard to follow, poorly aligned with intended learning outcomes, or of an inappropriate level of difficulty	Assessment activities were inconsistent in terms of clarity, alignment, or appropriateness of difficulty, but generally appeared to be reasonable for the course level.	Assessment activities were generally clear, well-aligned with learning outcomes, and appropriately challenging for the course level.	Assessment activities were clear, well aligned, appropriately challenging, and provided innovative opportunities for student learning,
Timely feedback is provided to students		Feedback is not timely—late and infrequent.	Assignment feedback is generally timely.	Assignment feedback is timely and occurs several times through the course.	Feedback is proactive, ongoing, and timely.
Constructive feedback is provided to students ³		Constructive feedback appropriate to the nature of the course was rarely or never provided to students, or was not constructive for future improvement	Assignment feedback was appropriate to the nature of the course and generally provided useful guidance to help students to know how to improve, including some strengths and weaknesses.	Student feedback or other evidence suggests that assignment feedback was consistently appropriate to the nature of the course and provided useful guidance regarding how to improve for	Assignment feedback was appropriate to the nature of the course, detailed, balanced appropriately with strengths and weaknesses and provided systematic and highly effective

Determining Standards – Rigor & Flexibility

- **Multiple pathways** – mandatory or flexible items
- **Variation** of threshold, or variation of consistency with which it must be met
- **Clarity** about what counts, and what doesn't
- **Notwithstanding clauses**
- **Early conversations**

UWindsor: Lessons Learned...

- Timelines
- Consultation
- Recognition of and respect for history
- The tension between in principle and in practice
- Negotiating roles and protection of support units and departmental leaders
- Responsiveness to concerns
- Iterative communication
- More communication
- **Did we mention more communication?**

...SO Many Lessons Learned...!

- Multiple networks and hierarchies = multiple narratives = need for multiple entry points
- Finding champions
- Consistency of message and communications across implementing team
- Intervening in broken telephone
- Addressing emotional impact
- The importance of trust



Summary

- Defining quality teaching
- Description of teaching evaluation frameworks
- Adapting frameworks
- Using frameworks
- Implementing – challenges and strategies



Group Work 2: Implementing a Teaching Evaluation Framework (p. 23)

- How is this different from what you're doing right now?
- How could this or something like it be used to advance your practice – as a tool for individuals, in a department, institutionally?
- What do you see as some of the challenges of using frameworks?



Web Materials and Resources

<http://www1.uwindsor.ca/provost/renewal-promotion-and-tenure-rpt-research-and-teaching-evaluation-frameworks>

<http://uniteachingcriteria.edu.au>

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