

International Forum on Teaching Evaluation

University of Windsor | May 2, 2017

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University
of Windsor

OAKLAND
UNIVERSITY.



Social Sciences and Humanities
Research Council of Canada

Canada

Conseil de recherches en
sciences humaines du Canada

Opening Remarks

Jeff Berryman

Associate Vice-President, Academic
University of Windsor

What Matters, and Why?

Bev Hamilton

Academic Initiatives Officer

University of Windsor

Some Preliminary Goals

To collectively explore:

- principles of effective teaching evaluation;
- contextual factors that impact engagement with teaching evaluation initiatives; and
- strategies, roles, and decision-making points that can improve project sustainability;
- And individually or as a team:
- make headway on a plan, concern, or question that matters to you and/or your institution.

Today's Agenda

- Introduction
- Keynote
- Breakout Sessions (Dillon Hall)
- Lunch (Cohort Introductory Meetings)
- Plenary: The Scary Parts
- Working Sessions
- Plenary: Making it Work

Defining Teaching Evaluation

Systematic observation of **relevant** performance to make a decision

Four main components

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. Development and implementation of a plan for action

(Adapted from Arreola, 2007; Wolf, 1987)

Effective Teaching Evaluation

- Shared understanding of quality teaching
- Multi-faceted, using multiple types of data, approaches to gathering data, and methods for evaluating data
- Robust feedback cycles
- Communications and dialogue
- Sustained, multi-level, consultative leadership

(Wright et al., 2014)

Opening Reflection

Individually, reflect on:

- What is your project or question?
- Why does this project or question matter to you or your institution?
 - What can't be compromised?

Leading Change on Slippery Initiatives

- Complicated or counterintuitive
- Risky
- Central/decentralized
- Multiple uses
- Conflicting interests



Keynote

Focusing on Assessment for Improvement: Theory and Practice

Peter Felten and Laura Winer

After the Break

Breakout Sessions 10:45am -12:15pm

See page 10 in the Conference Program for details

Lunch is back in Ambassador at 12:15pm

Note: Cohorts have reserved tables

Lunch

- Pick up lunch
- If you registered for the cohort stream, find the table with your facilitator's name on a place card
- If not, feel free to circulate!
- Next session starts at 1:30 pm in Ambassador



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THE SCARY PARTS



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Meet your table facilitators,
and introduce yourselves...



Poll Instructions

On your device, go to www.menti.com

Type in the following 6-digit code:

95 05 42

(include spaces!)

The Scary Parts

Use one word to describe something you think scares other people about the project or question.

- You can enter more “scary parts” in separate entries.

Use one word to describe something that scares you about your project or question.

What makes these kinds
of projects so scary?





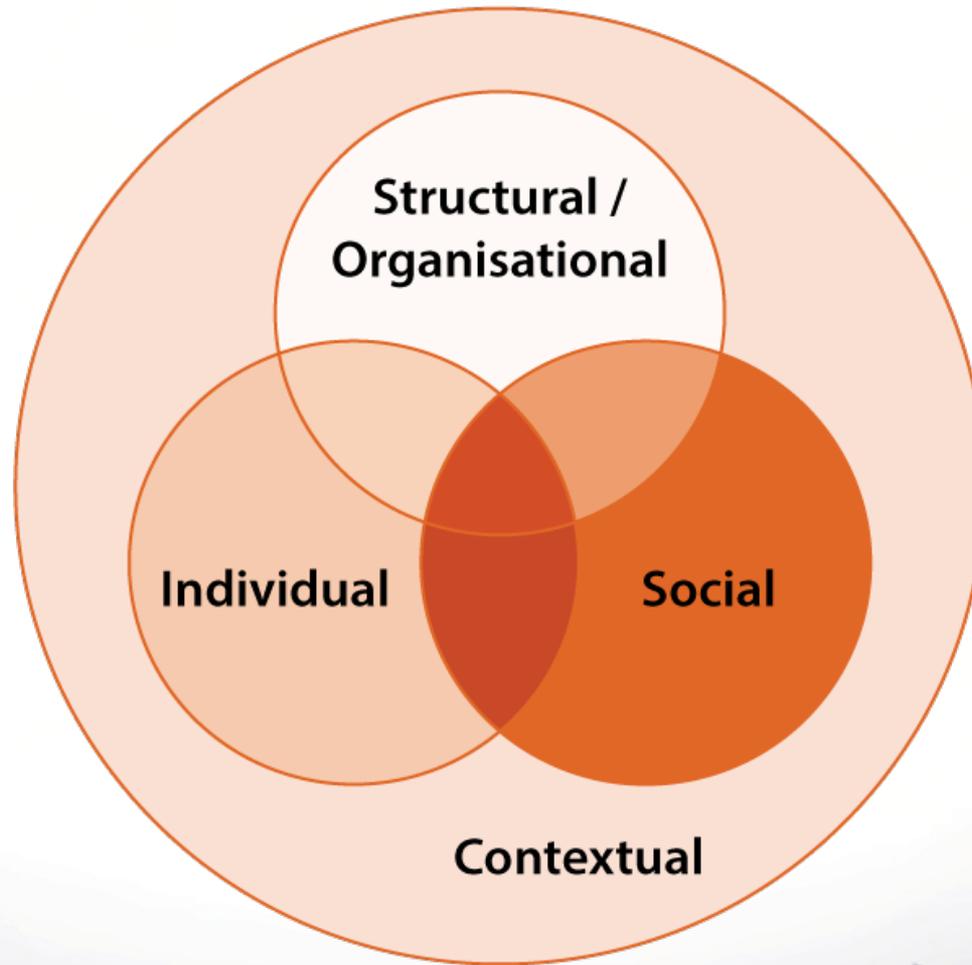
Identity



Idea

Context

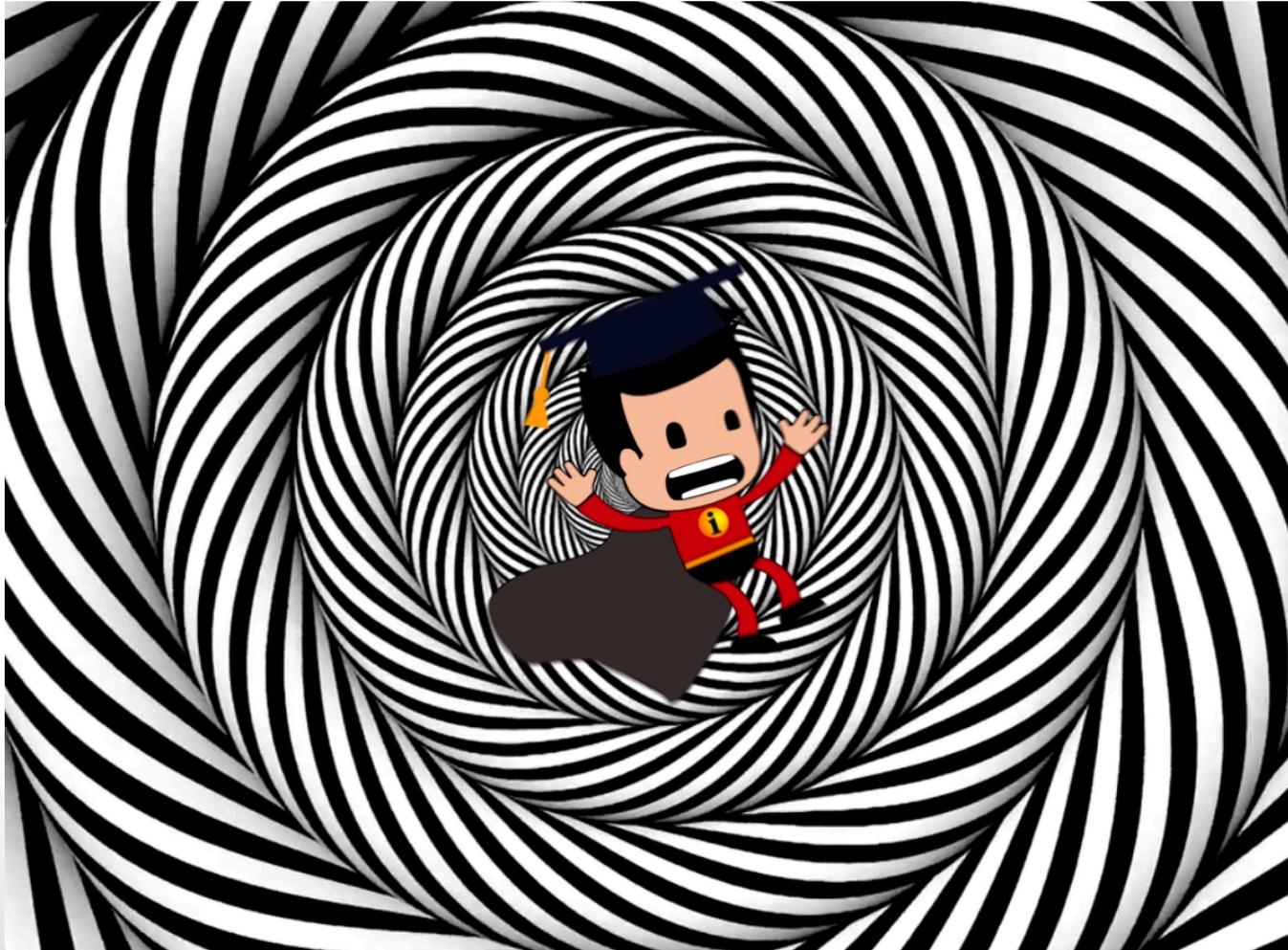
Dimensions of Leadership



Bolden, Petrov, &
Gosling (2009).



Changing Over Time



Hopeless...?



Where to start...?

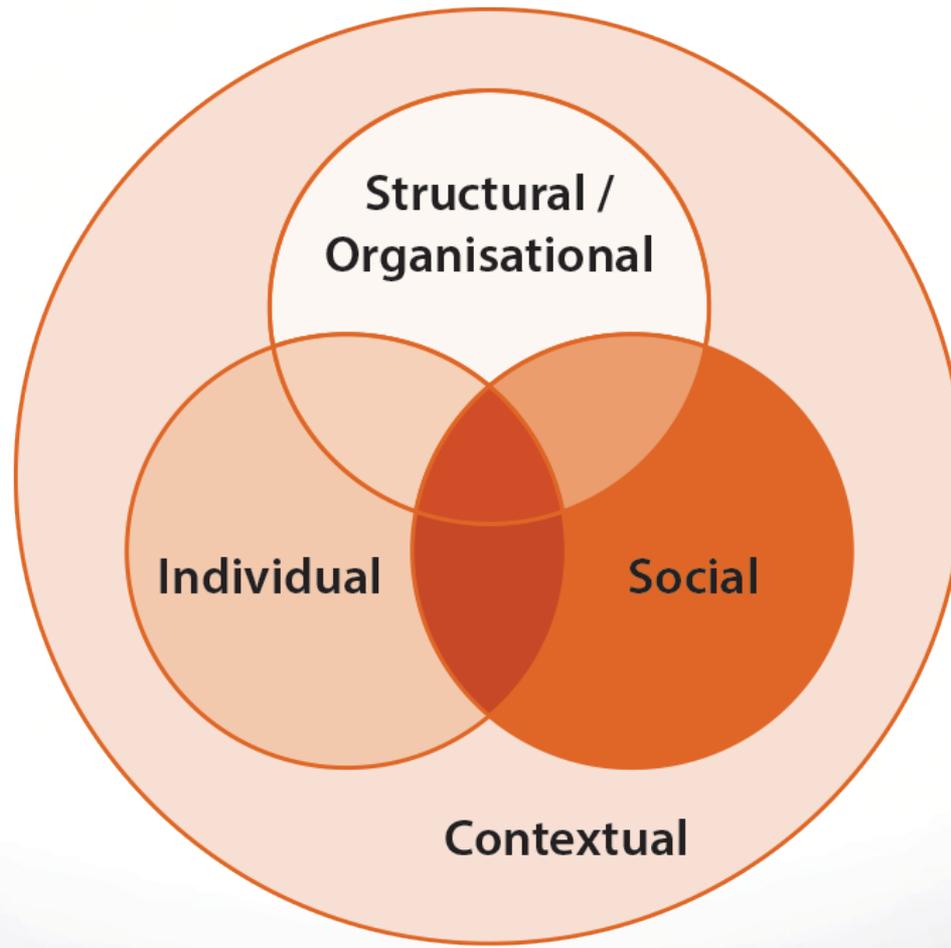


Where to start...?



Small....

Planning Resource



Individual



Individual



Individuals'
Realities

Individual

Individually:

- Use the Planning Resource, p. 8, as a basis for analyzing your question or problem.
- Choose ONE question!

As a group:

- Share some insights at your table.

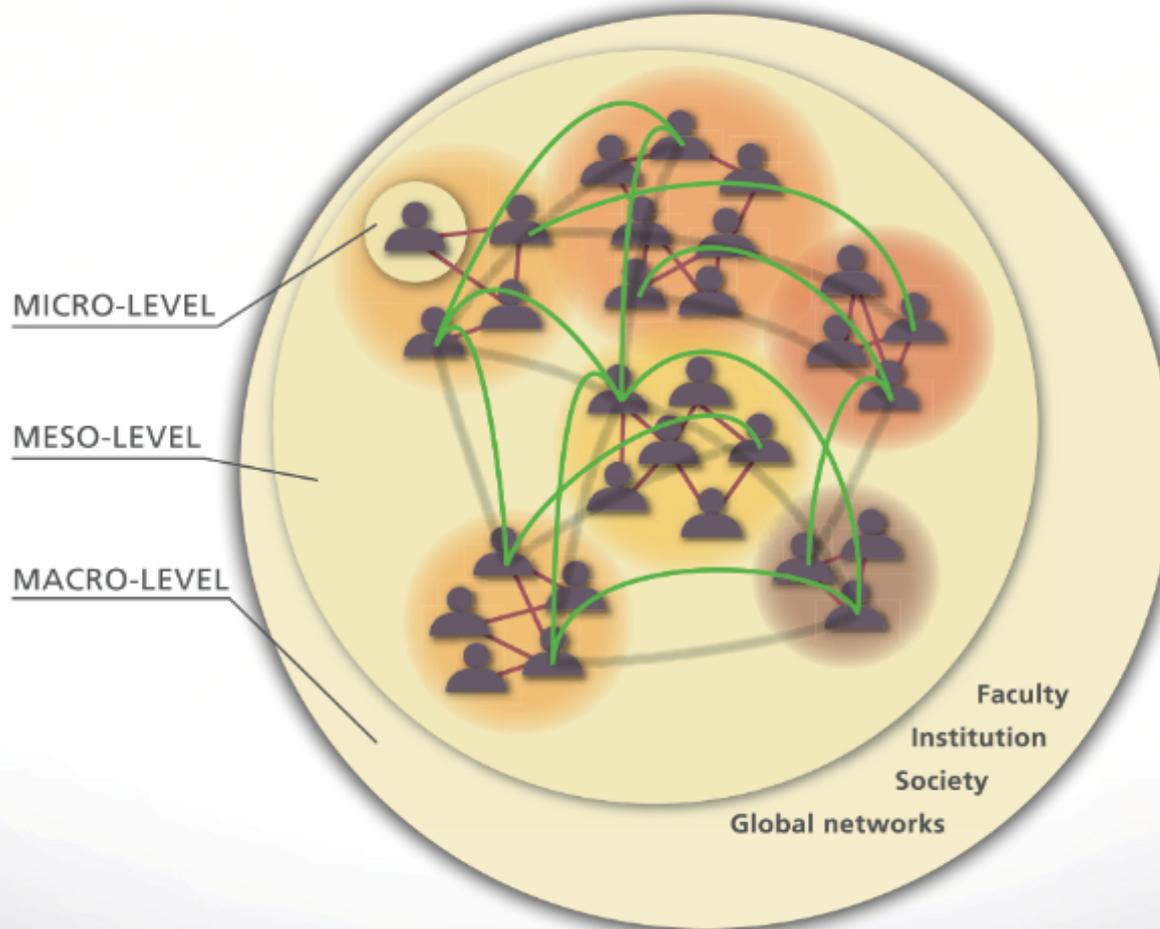
Social



Social: Identities and Narratives



Social: Micro-Cultures & Networks



(Mårtensson, 2014)

Social

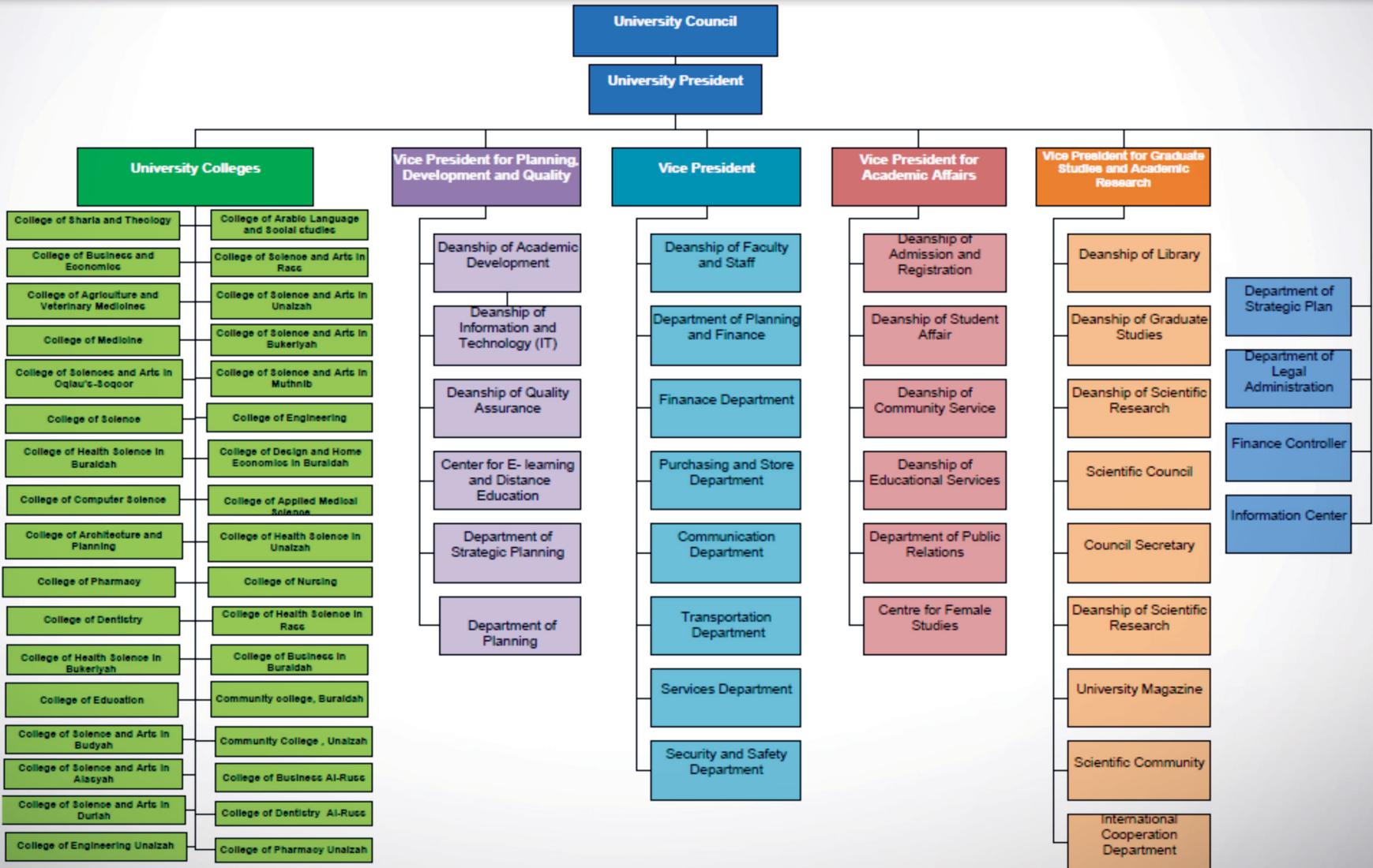
Individually:

- Use the Planning Resource, p. 9, as a basis for analyzing your question or problem.
- Choose ONE question!

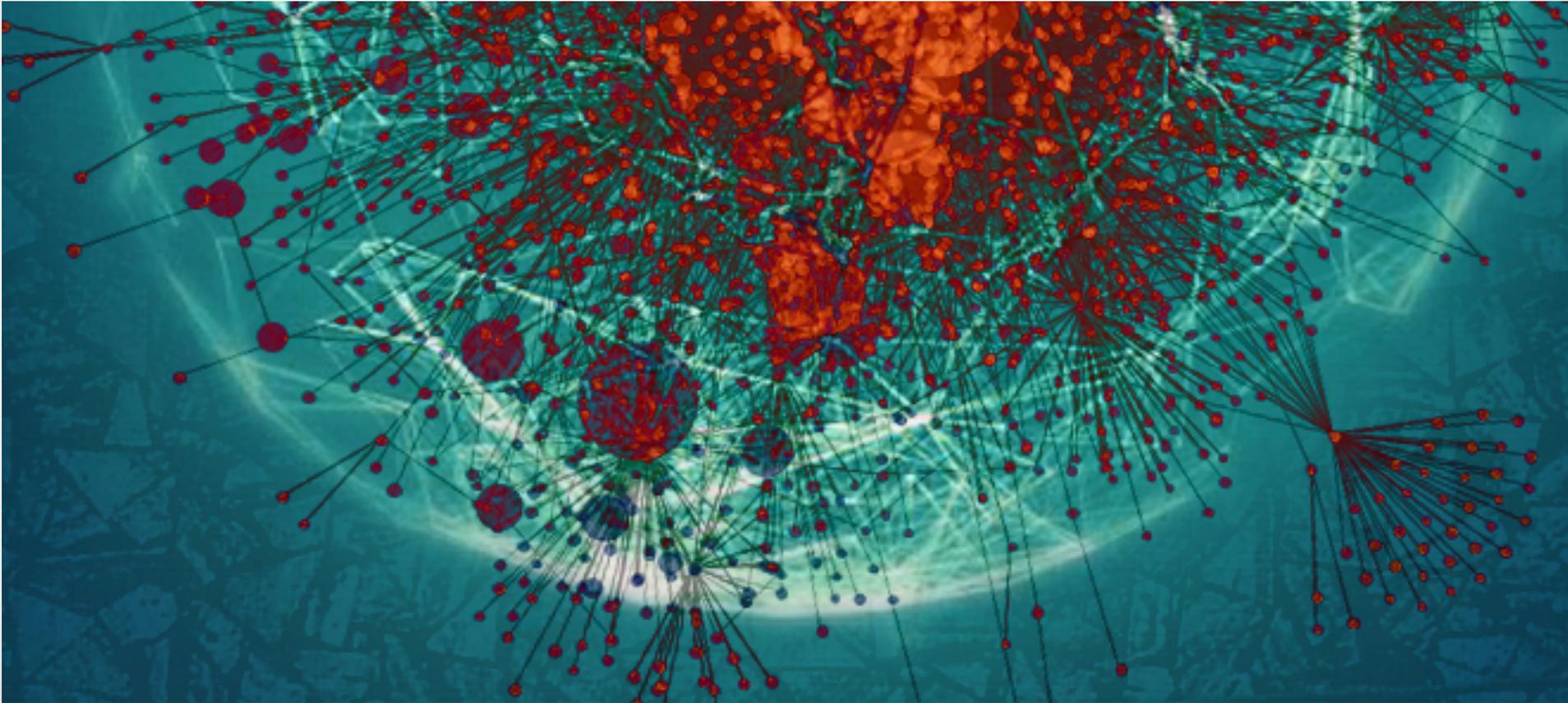
As a group:

- Share some insights at your table.

Structural/Organizational



Structural/Organizational



Structural/Organizational

Individually:

- Use the Planning Resource, p. 10, as a basis for analyzing your question or problem.
- Choose ONE question!

As a group:

- Share some insights at your table.

Context



Context: Internal Factors



Context: External Factors



Bottom Line



**Culture eats strategy for
breakfast. Every time.**

- Drucker

Contextual

Individually:

- Use the Planning Resource, p. 11, as a basis for analyzing your question or problem.
- Choose ONE question!

As a group:

- Share some insights at your table.

Change Over Time



Change Over Time



Change Over Time

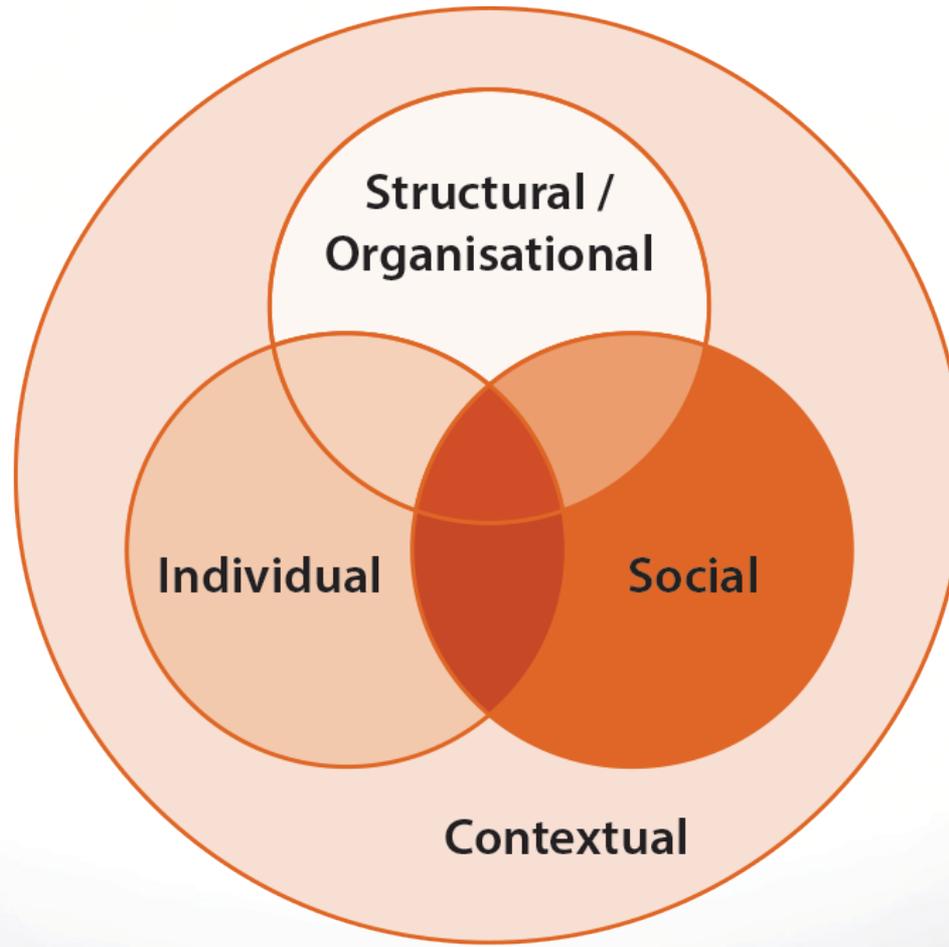
Individually:

- Use the Planning Resource, p. 12, as a basis for analyzing your question or problem.
- Choose ONE question!

As a group:

- Share some insights at your table.

General Insights?



Break!

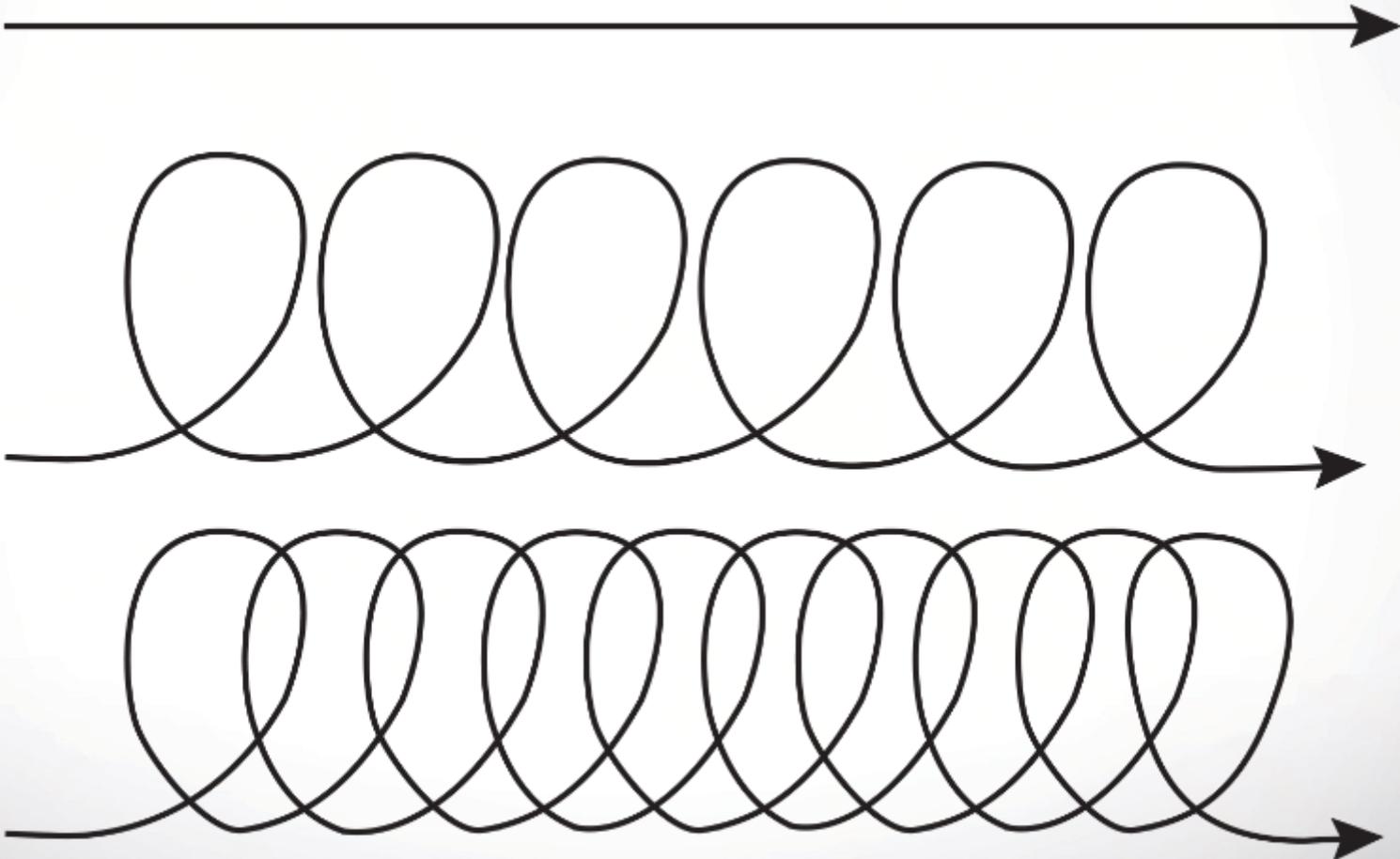


Coming up next...

Making it Work:

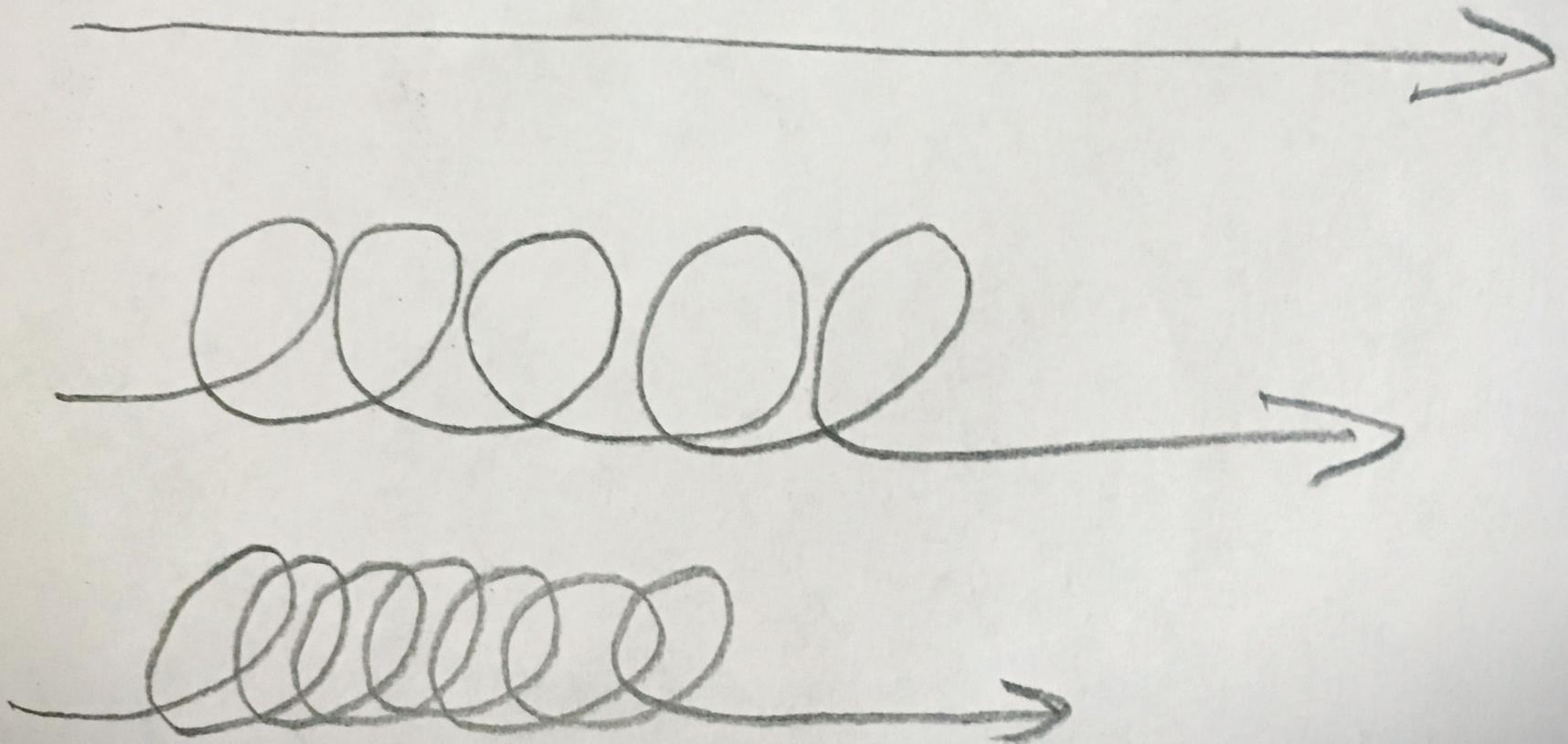
- Planning
- Lessons Learned

Making it Work: Planning



Making it Work: Planning

What would your timeline look like (p. 14)?



Making it Work: Lessons Learned

At your tables:

- What kinds of lessons have you learned from working on challenging projects and questions (p. 17, Q2)?

Record your responses on the flipchart paper.

Ideas of Leadership



Individualistic leadership

VS.

Distributed leadership



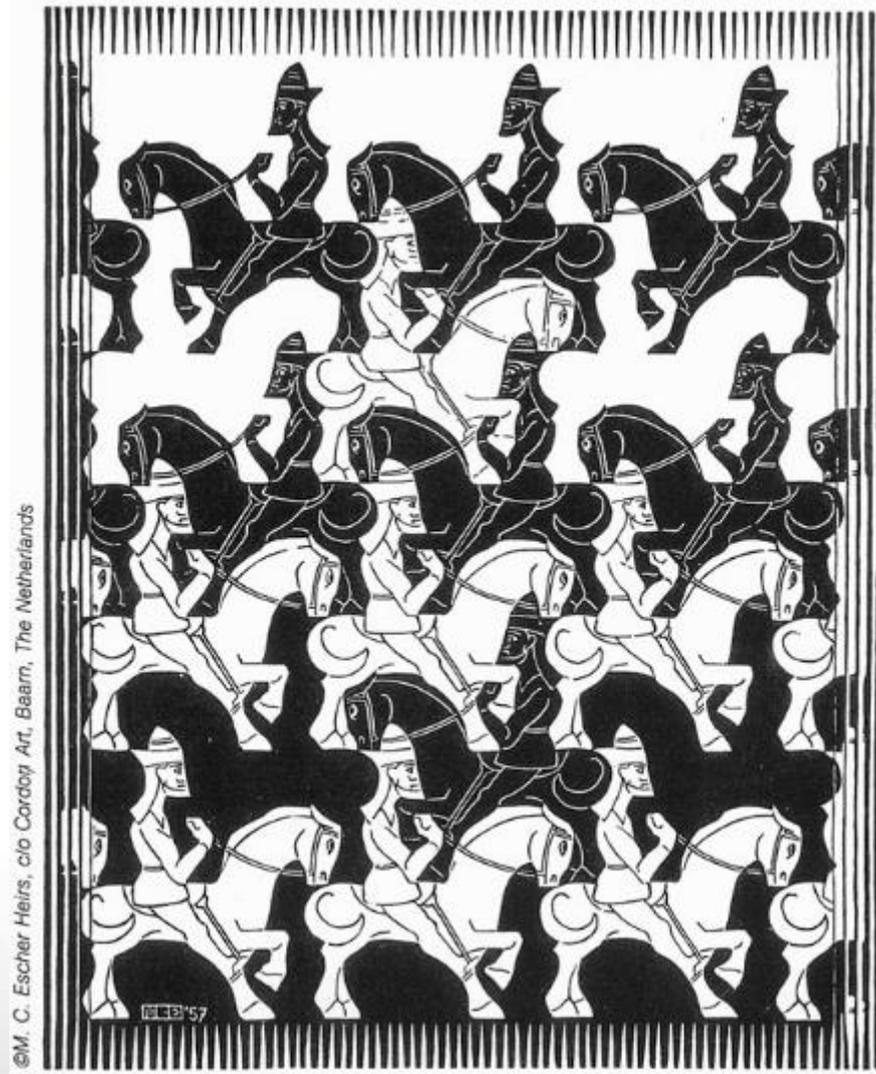
Time



Patience



Tolerance for Uncertainty



Drawing on the Data



Communication



Did We Mention Communication?



Identities



Holding to Core Goals and Values



Knowing When



Change moves at the
speed of trust.

(Covey, 2006)



Looking Back, Looking Forward

- You have spent the day:
 - Keynote
 - Breakout Sessions
 - Cohort Meetings
 - Facilitated Planning
- Coming: Conference Sessions
- What are your next steps?
Think individually (pg. 17, Q5)



A low-angle photograph of a bamboo forest. The bamboo stalks are tall and thin, reaching towards the top of the frame. The leaves are a vibrant green, and sunlight is filtering through the canopy, creating a bright, dappled light effect. The sky is visible through the gaps in the leaves.

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Thank you!