

Student Evaluation of Teaching

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2012 Annual Report of Auditor General of Ontario

To help ensure that administrators and students have sufficient information to make informed decisions, and that all faculty members receive the necessary feedback to maintain or enhance teaching quality, universities should:

2012 Annual Report of Auditor General of Ontario

- Aggregate data to identify best practises and areas for improvement
- Core student course evaluation questions
- Provide students with course evaluation summaries
- Provide constructive feedback to instructors, including sessional instructors

Motivations

- Guidance in merit process
- Help identify issues and priorities for feedback to instructors
- Promoting best practises
- Promoting credibility

Outline

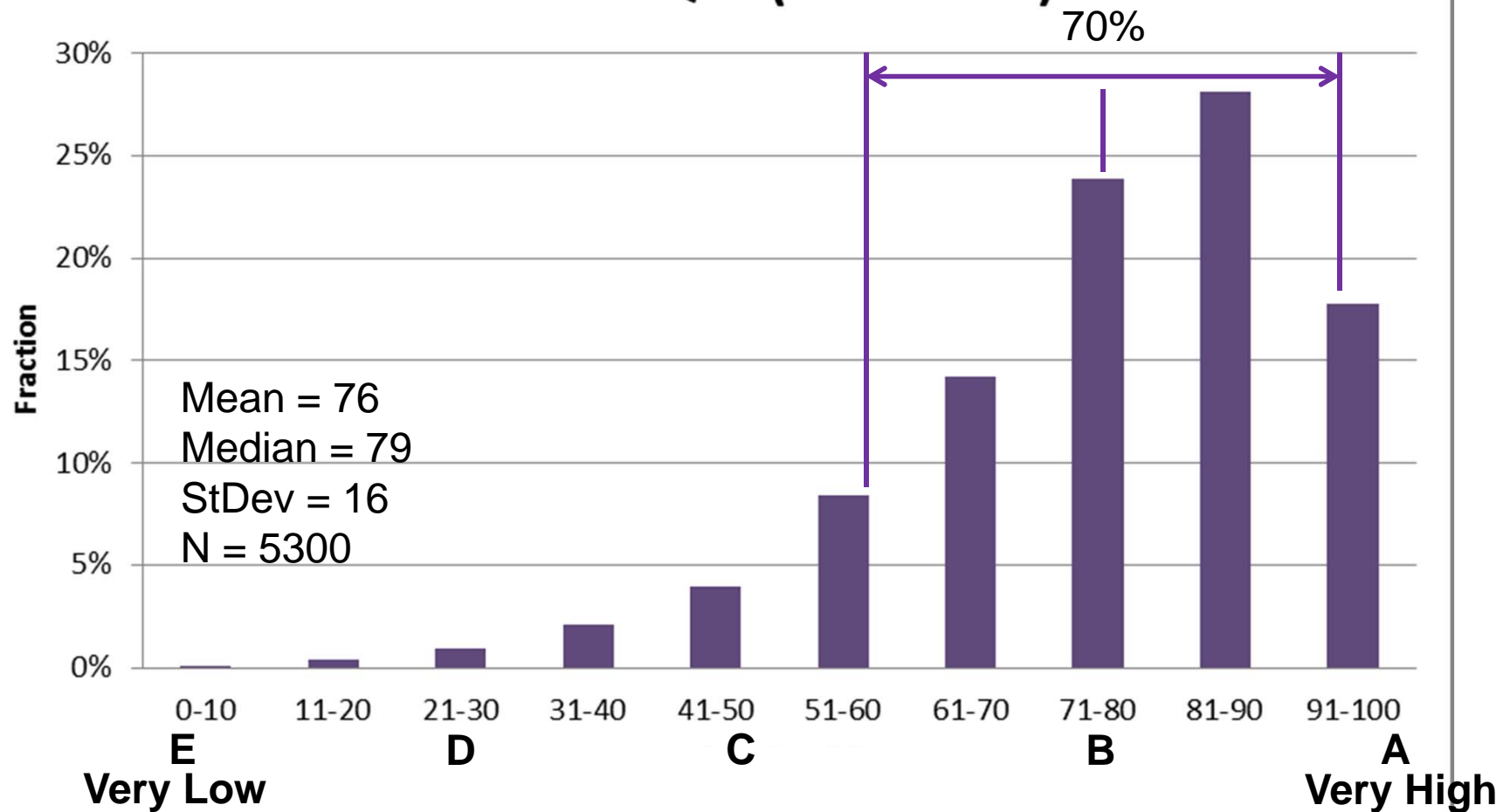
- What does aggregate data tell us?
- Does data support established best practises?
- *Are findings credible?*

What does the aggregate data tell us?

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Fraction vs. Q10 (S'03-W'12)

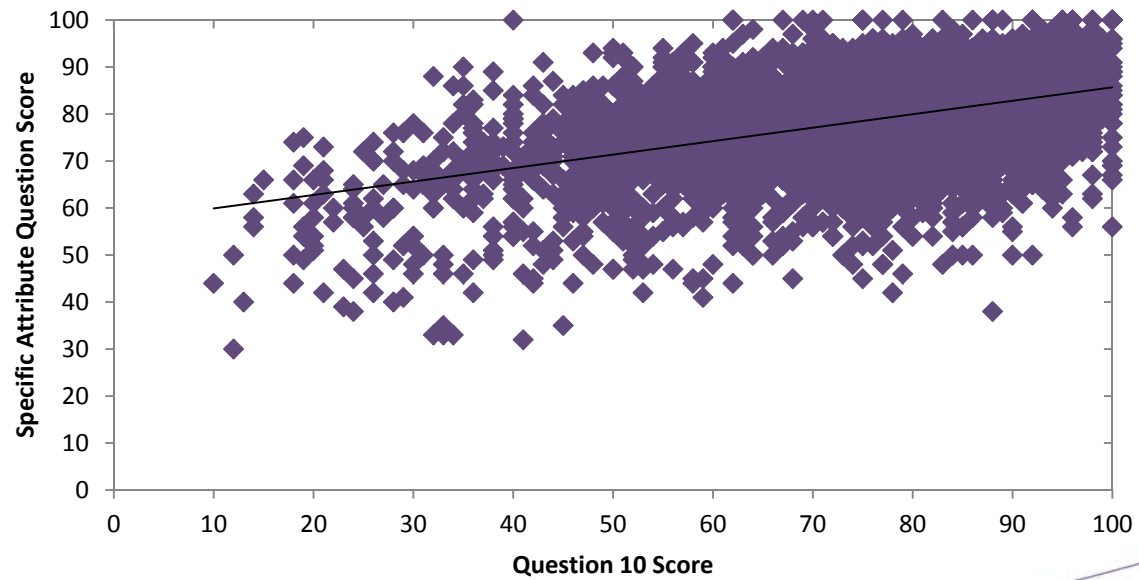
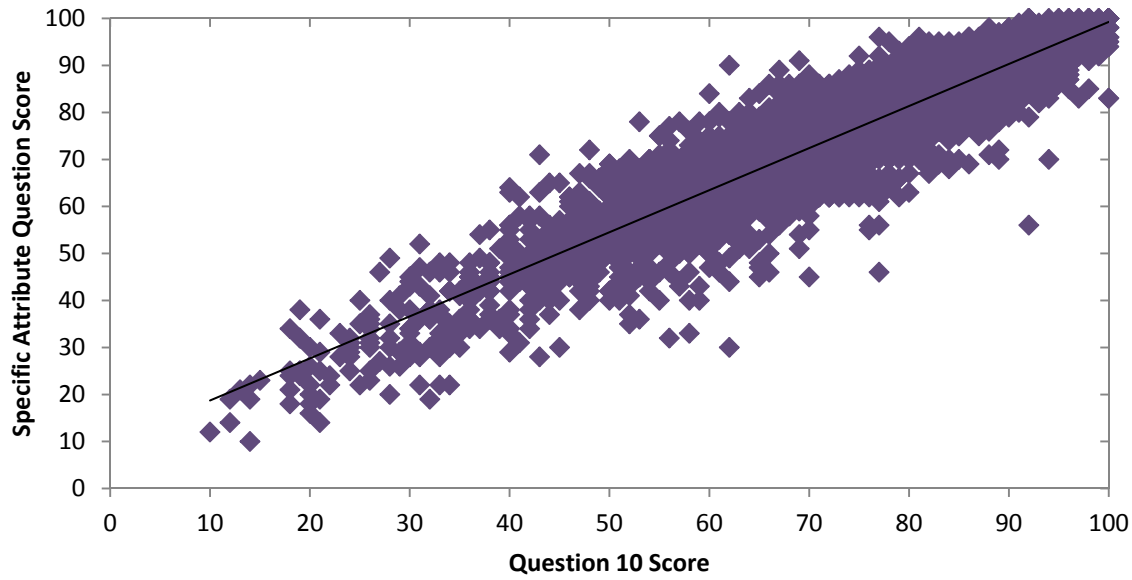


What is your overall appraisal of the *quality* of teaching in this course?

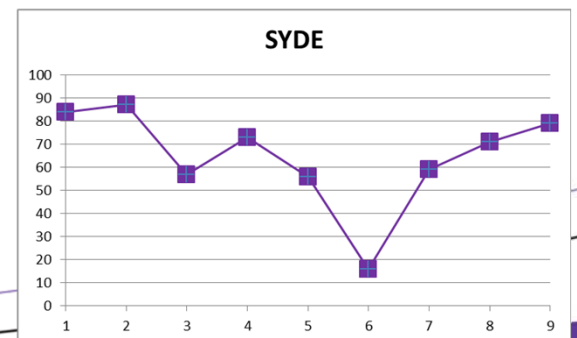
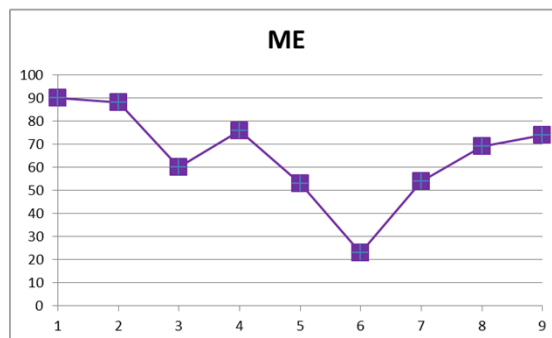
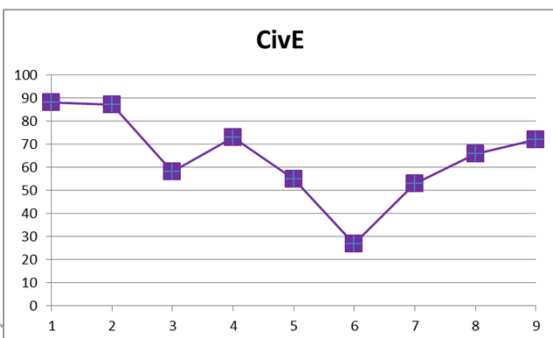
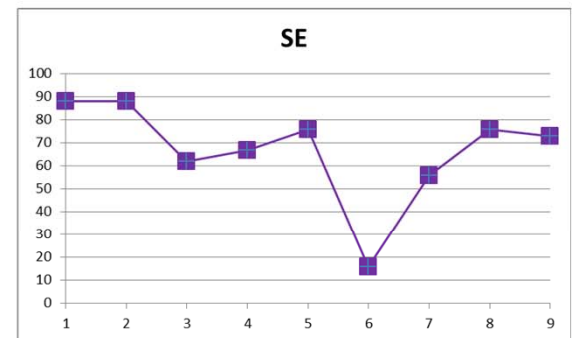
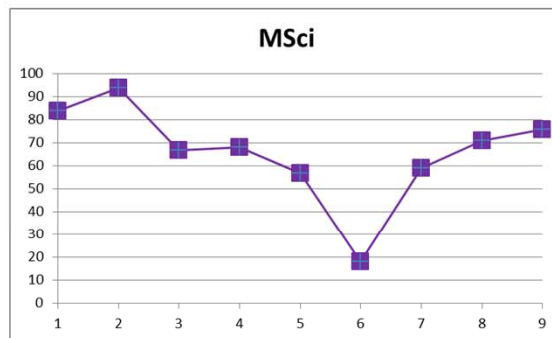
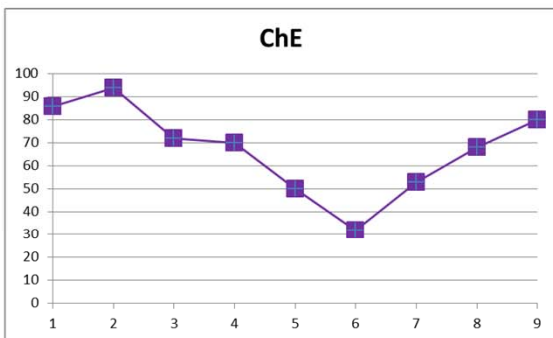
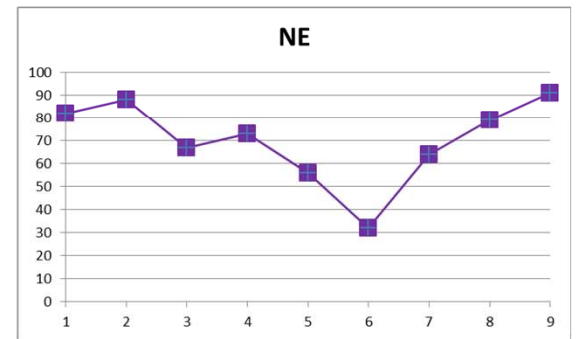
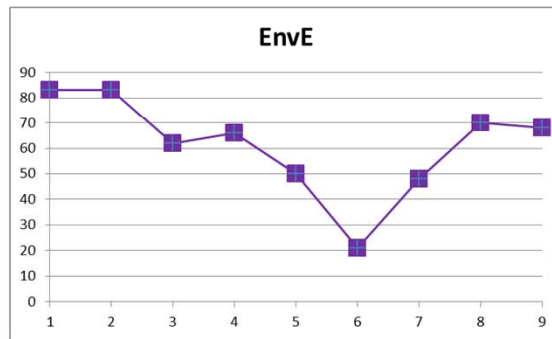
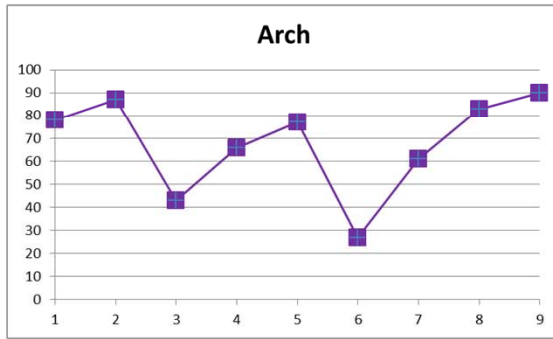
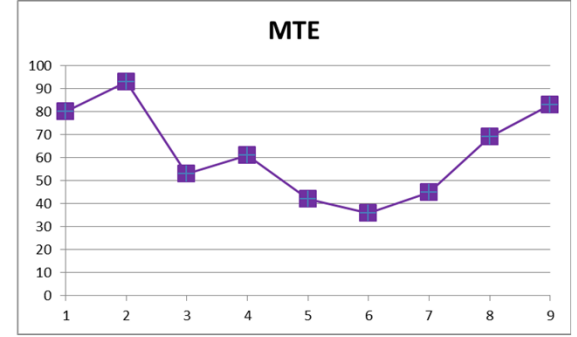
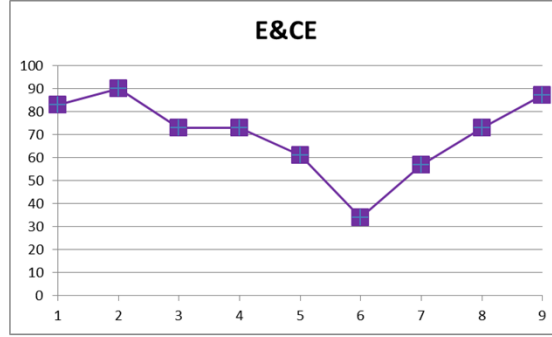
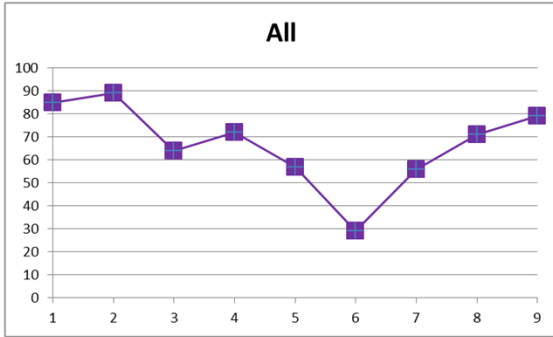
Class's Value of Specific Attributes

10: What is your overall appraisal of the *quality of teaching* in this course? (very high ... very low)

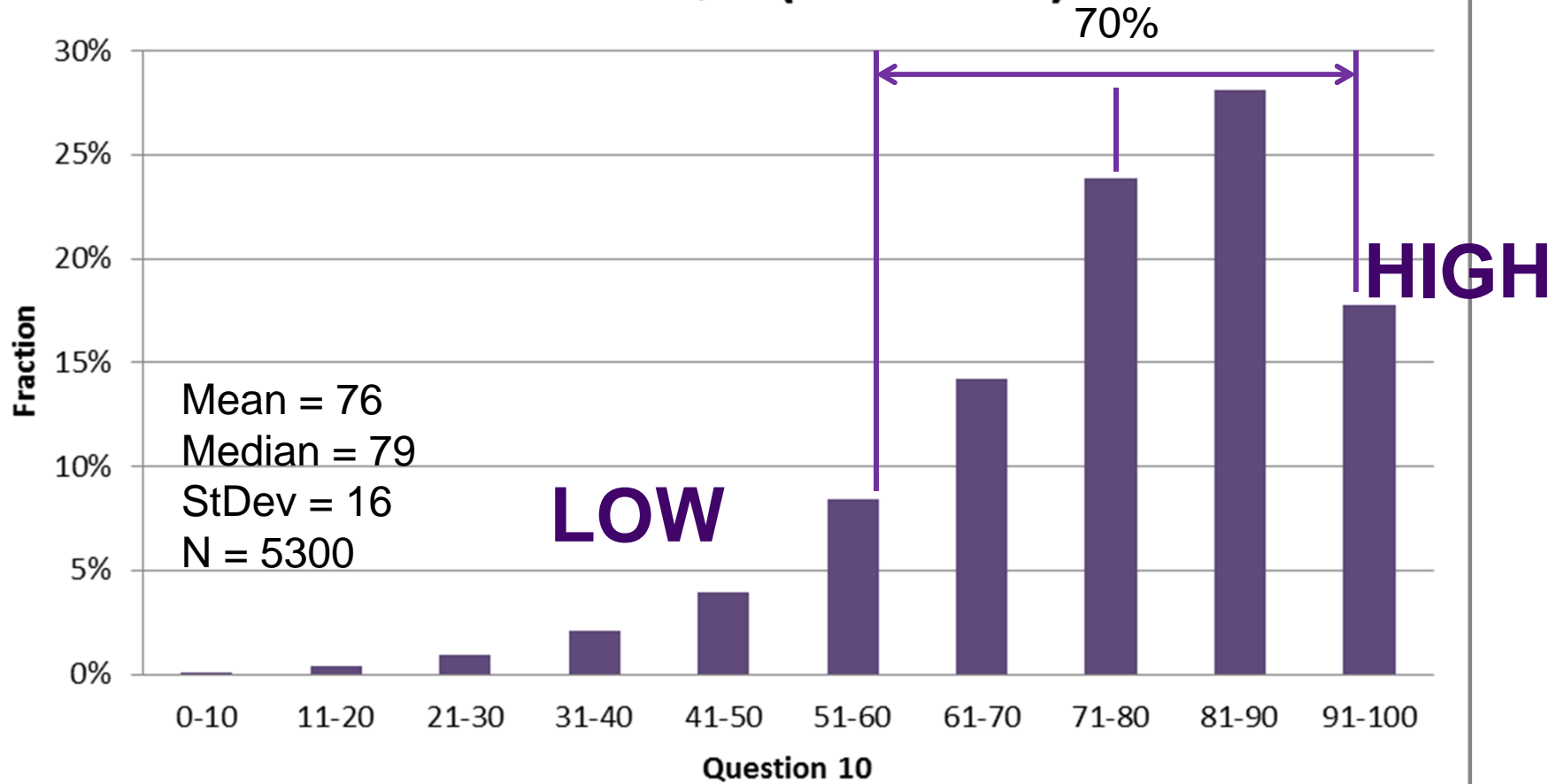
1. Organization & clarity
2. Response to questions
3. Oral presentation
4. Visual presentation
5. Availability & approachability
6. Level of explanations
7. Encouraged to think
8. Attitude to teaching
9. Professor-class relationship



	Question	Slope	R ²
2	Response to questions	.89	.87
1	Organization & clarity	.85	.79
9	Professor-class relationship	.79	.74
4	Visual presentation	.72	.73
8	Attitude to teaching	.71	.73
3	Oral presentation	.64	.48
5	Availability and approachability	.57	.49
7	Encouraged to think	.56	.56
6	Level of explanations	.29	.21



Fraction vs. Q10 (S'03-W'12)



	Question	Complete	Low	High
1	Organization & clarity	.85	.94	.62
2	Response to questions	.89	.94	.81
3	Oral presentation	.64	.56	.45
4	Visual presentation	.72	.79	.78
5	Availability and approachability	.57	.66	.87
6	Level of explanations	.29	.45	.49
7	Encouraged to think	.56	.49	.96
8	Attitude to teaching	.71	.86	.44
9	Professor-class relationship	.79	1.06	.54

Connections to Recognized Best Practices

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What the Best College Teachers Do (K. Bain, 2004)

- A. What they know and understand: subject, human learning, sustained effort (?)
- B. How they prepare: serious intellectual effort (*1:organization, 7:encourage think*)
- C. What they expect from students: more! (*7:encourage think*)
- D. What they do when they teach: create “natural critical learning environments” (?)

What the Best College Teachers Do (K. Bain, 2004)

- E. How do they treat students: trust students want to learn, open & frank, simple decency
(9: class-prof)
- F. How do they evaluate their efforts: systematic collection of data, analysis, change *(8:attitude)*

What the Best College Teachers Do (K. Bain, 2004)

- Other common attributes:
 - have and do struggle
 - don't blame students
 - strong sense of commitment to academic community

7 Principles for Good Practice (Chickering and Gamson, 1987)

1. Encourage student/faculty contact (*5:avail.*)
2. Develop reciprocity and cooperation (*9:class/prof*)
3. Use active learning techniques (?)
4. Give prompt feedback (?)
5. Emphasize time on task (?)
6. Communicate high expectations (*7:encourage think?*)
7. Respect diverse talents and ways of learning (?)

Bibliography

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“Parts” of a Teacher

