



## **Evaluating teaching development in higher education**

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### **Towards impact assessment: Literature review**

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# Evaluating Teaching In Higher Education

**Ana Balula, António Moreira**



## **Evaluating Teaching In Higher Education:**

*Evaluating Teaching in Higher Education*, 1975      *Evaluating teaching in higher education*, 1975      **Grading the College** Scott M. Gelber, 2020-06-23 A comprehensive history of evaluation in American higher education In *Grading the College* Scott M Gelber offers a comprehensive history of evaluating teaching and learning in higher education He complicates the conventional narrative that portrays evaluation as a newfangled assault on the integrity of higher education while acknowledging that there are many compelling reasons to oppose those practices The evaluation of teaching and learning Gelber argues presented genuine dilemmas that have attracted the attention of faculty members and academic leaders since the 1920s Especially during the peak era of faculty authority that followed the end of the Second World War significant numbers of professors and administrators believed that evaluation might improve institutional performance reduce the bias inherent in traditional methods of supervision strengthen communication with laypersons and encourage a more deliberate focus on the distinctive goals of college Gelber reveals the extent to which professors and academic interest groups participated in the development of our most common evaluation instruments including student course questionnaires achievement tests surveys rubrics rankings and accreditation self studies Although these efforts may seem distant from the present era of shortsighted scrutiny and ill conceived comparisons Gelber demonstrates that the evaluation of college teaching and learning has long consisted of a set of intellectually sophisticated questions that have engaged and could continue to engage faculty members and their advocates By providing a deeper understanding of how evaluation operated before the dawn of high stakes accountability *Grading the College* seeks to promote productive conversations about current attempts to define and measure the purposes of American higher education      *Evaluating Teaching and Learning* David Kember, Paul Ginns, 2012-03-12 Every semester colleges and universities ask students to complete innumerable course and teaching evaluation questionnaires to evaluate the learning and teaching in courses they have taken For many universities it is a requirement that all courses be evaluated every semester The laudable rationale is that the feedback provided will enable instructors to improve their teaching and the curriculum thus enhancing the quality of student learning In spite of this there is little evidence that it does improve the quality of teaching and learning Ratings only improve if the instruments and the presentation of results are sufficiently diagnostic to identify potential improvements and there is effective counselling *Evaluating Teaching and Learning* explains how evaluation can be more effective in enhancing the quality of teaching and learning and introduces broader and more diverse forms of evaluation This guide explains how to develop questionnaires and protocols which are valid reliable and diagnostic It also contains proven instruments that have undergone appropriate testing procedures together with a substantial item bank The book looks at the specific national frameworks for the evaluation of teaching in use in the USA UK and Australia It caters for diverse methodologies both quantitative and qualitative and offers solutions that allow evaluation at a wide range of levels from classrooms to programmes to

departments and entire institutions With detail on all aspects of the main evaluation techniques and instruments the authors show how effective evaluation can make use of a variety of approaches and combine them into an effective project With a companion website which has listings of the questionnaires and item bank this book will be of interest to those concerned with organising and conducting evaluation in a college university faculty or department It will also appeal to those engaged in the scholarship of teaching and learning

### **Evaluating Teaching in Higher Education: A Vision for the Future**

Katherine E. Ryan, 2000-10-26 This issue analyzes the strengths and weaknesses of current approaches to evaluating teaching and recommends practical strategies for both improving current evaluation methods and developing new ones The contributors provide an overview of new techniques such as peer evaluations portfolios and student ratings of instructors and technologies that can help instructors become more effective and help institutions demonstrate that effectiveness This is the 83rd issue of the quarterly journal New Directions for Teaching and Learning

**Evaluating Teaching Practices in Graduate Programs** Jesús Gabalán-Coello, Fredy Eduardo Vásquez-Rizo, Michel Laurier, 2019-12-20 This book proposes a method to evaluate the work of teachers acting in a very specific educational context graduate programs at higher education institutions There are many publications on the field of measurement and evaluation of teaching practices but these studies are usually conducted at the undergraduate level and ignore the nuances of teaching practices at the graduate level Should professors demonstrate the same skills when they teach in undergraduate programs as they do when they teach in graduate programs Is it appropriate to use the same assessment tools both at the undergraduate and the graduate levels Do the teaching practices evolve the same way at the graduate and undergraduate levels The book intends to answer these questions by introducing a methodological approach to find the relevant variables that are the foundation of professional practices at the graduate level as determined by the scientific community and through the analysis of the stakeholders perceptions The proposed methodological approach combines quantitative and qualitative research techniques to identify and explain within a mixed method framework the most important factors that lead to teaching quality at graduate level Therefore How to Evaluate Teaching Practices in Graduate Practices will be a valuable resource for students university professors and educational administrators interested in quality assurance processes in higher education institutions

**Evaluating Teaching** Kenneth O. Doyle, 1983 With special applicability to higher education Doyle reviews the essential literature on teacher evaluation building several paradigms that are creatively flexible yet offer the tightness necessary to develop a teacher evaluation process He creates a critical concept to identify generalizable teacher behaviors that could be evaluated for all teachers nomothetics and the development of behaviors and practices that relate to single situations or are unique to one institution ideographics Includes figures and tables that support the text visually ISBN 0 669 03613 7 20 95

**Changing Practices in Evaluating Teaching** Peter Seldin, 1999-08-15 Over recent decades the evaluation of teaching has undergone dramatic change In accessible language and supportive detail Changing Practices in Evaluating Teaching

provides not only a cogent overview of these changes but also reflects on current developments to present several useful strategies for implementing new tools and methods in the evaluation of teaching The authors are all prominent educators who have performed seminal work in the improvement of teaching evaluation Written for university and college administrators as well as faculty this book is a complete guidebook that supplies a wealth of case studies examples tables Web sites and exhibits that further enhance its utility It explains how to Gain genuine faculty and administrative support Avoid common weaknesses in teaching evaluation by students peers and self Evaluate teaching by examining student learning Successfully combine disparate sources of data Establish a climate conducive to evaluation How to structure and use classroom visits rating forms electronic classroom assessment and teaching portfolios Changing Practices in Evaluating Teaching makes evident the compelling reasons why colleges and universities must institute fair teaching evaluation systems and explains how to do so With a notable focus on improving student learning this book offers readers the kind of research based and ready to use information required to foster truly effective and equitable teaching evaluation at their institutions

Evaluating and Improving Undergraduate Teaching in Science, Technology, Engineering, and Mathematics National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Committee on Recognizing, Evaluating, Rewarding, and Developing Excellence in Teaching of Undergraduate Science, Mathematics, Engineering, and Technology, 2003-01-19 Economic academic and social forces are causing undergraduate schools to start a fresh examination of teaching effectiveness Administrators face the complex task of developing equitable predictable ways to evaluate encourage and reward good teaching in science math engineering and technology Evaluating and Improving Undergraduate Teaching in Science Technology Engineering and Mathematics offers a vision for systematic evaluation of teaching practices and academic programs with recommendations to the various stakeholders in higher education about how to achieve change What is good undergraduate teaching This book discusses how to evaluate undergraduate teaching of science mathematics engineering and technology and what characterizes effective teaching in these fields Why has it been difficult for colleges and universities to address the question of teaching effectiveness The committee explores the implications of differences between the research and teaching cultures and how practices in rewarding researchers could be transferred to the teaching enterprise How should administrators approach the evaluation of individual faculty members And how should evaluation results be used The committee discusses methodologies offers practical guidelines and points out pitfalls Evaluating and Improving Undergraduate Teaching in Science Technology Engineering and Mathematics provides a blueprint for institutions ready to build effective evaluation programs for teaching in science fields      **Evaluating Teacher Quality in Higher Education** Robert Aylett, Kenneth Gregory, 1996 Drawing on material presented at a one day conference this collection addresses the need to recognize academics contributions to higher education as well as the ways in which academics efforts in the teaching and learning process can be acknowledged and suitably rewarded      **A Practical Manual for Evaluating**

**Teaching in Higher Education** Sylvia Huntley-Moore, John Panter, 2006

**Learning to Teach in Higher Education**

Paul Ramsden, 2003-09-02 This bestselling book is a unique introduction to the practice of university teaching and its underlying theory. This new edition has been fully revised and updated in view of the extensive changes which have taken place in higher education over the last decade and includes new material on the higher education context, evaluation and staff development. The first part of the book provides an outline of the experience of teaching and learning from the student's point of view, out of which grows a set of principles for effective teaching in higher education. Part two shows how these ideas can enhance educational standards, looking in particular at four key areas facing every teacher in higher education: Organising the content of undergraduate courses; Selecting teaching methods; Assessing student learning; Evaluating the effectiveness of teaching. Case studies of exemplary teaching are used throughout to connect ideas to practice and to illustrate how to ensure better student learning. The final part of the book looks in more detail at appraisal, performance indicators, accountability and educational development and training. The book is essential reading for new and experienced lecturers, particularly those following formal programmes in university teaching such as courses leading to ILT accreditation.

**Effective Learning and Teaching in Higher Education**, 1992

**Student Evaluation in Higher Education**

Stephen Darwin, 2016-07-15 This book provides a comprehensive and engaging analysis of the purpose and function of student evaluation in higher education. It explores its foundations and the emerging functions as well as its future potential to improve the quality of university teaching and student learning. The book systematically assesses the core assumptions underpinning the design of student evaluation models as a tool to improve the quality of teaching. It also analyses the emerging influence of student opinion as a key metric and a powerful proxy for assuring the quality of teachers' teaching and courses in universities. Using the voices of teachers in the day-to-day practices of higher education, the book also explores the actual perceptions held by academics about student evaluation. It offers the first real attempt to critically analyse the developing influence of student evaluation on contemporary approaches to academic teaching. Using a practice-based perspective and the powerful explanatory potential of cultural historical activity theory (CHAT), the implications of the changing focus in the use of the student voice from development to measurement are systematically explored and assessed. Importantly, using the evidence provided by a unique series of practice-based case studies, the book also offers powerful new insights into how the student voice can be reconceptualised to more effectively improve the quality of teaching, curriculum and assessment. Based on this empirical analysis, a series of practical strategies are proposed to enhance the work of student evaluation in the future university to drive pedagogical innovation. This unique volume provides those interested in student evaluation with a more complex understanding of the development, contemporary function and future potential of the student voice. It also demonstrates how the student voice in combination with professional dialogue can be used to encourage more powerful and substantial forms of pedagogical improvement and academic development in higher education environments.

*Effective Learning and Teaching in Higher Education* Mike O'Neil, Gus Pennington, Committee of Vice-Chancellors and Principals of the Universities of the United Kingdom. Universities' Staff Development and Training Unit, 1992

**Evaluation of Online Higher Education** Ana Balula, António Moreira, 2014-05-27 The work presents a theoretical framework for the evaluation of e Teaching that aims at positioning the online activities designed and developed by the teacher as to the Learning Interaction and Technology Dimensions The theoretical research that underlies the study was developed reflecting current thinking on the promotion of quality of teaching and of the integration of information and communication tools into the curriculum in Higher Education HE i e bearing in mind some European guidelines and policies on this subject This way an answer was sought to be given to one of the aims put forward in this study namely to contribute towards the development of a conceptual framework to support research on evaluation of e teaching in the context of HE Based on the theoretical research carried out an evaluation tool SCAI was designed which integrates the two questionnaires developed to collect the teachers and the students perceptions regarding the development of e activities Consequently an empirical study was structured and carried out allowing SCAI tool to be tested and validated in real cases From the comparison of the theoretical framework established and the analysis of the data obtained we found that the differences in teaching should be valued and seen as assets by HE institutions rather than annihilated in a globalizing perspective

**Rethinking Teaching in Higher Education** Alenoush Saroyan, Cheryl Amundsen, 2023-07-03 This book is intended for faculty and faculty developers as well as for deans chairs and directors responsible for promoting teaching and learning in higher education Intentionally non technical it engages readers reflectively with a process for developing teaching and details the planning necessary to apply this process to teaching within disciplines The book centers on McGill University s week long Course Design and Teaching Workshop that the contributors have offered together for more than ten years It follows the five day format of the workshop covering the analysis of course content conceptions of learning the selection of appropriate teaching strategies the evaluation of student learning and evaluation of teaching in a way that reflects the spontaneity of the debates it has engendered and the workshop s evolutionary changes The structure shows faculty members conceptualizing new courses or re examining their teaching of existing courses and translating the insights gained from the workshop to specific disciplinary content and learning outcomes In addition four previous participants of the workshop write about its influence on their personal thinking about the practice of teaching The final two chapters describe the structure and evolving role of McGill s Centre for University Teaching and Learning The authors describe its objectives in fostering an evidence based teaching culture and providing a practical support structure with limited resources They highlight achievements in disseminating teaching expertise across their campus and their vision for the future role of faculty development This book provides faculty developers and administrators with valuable non prescriptive models and challenging ideas that promote faculty development in general and university teaching in particular It engages faculty members in the process of course design in a

way that is learning centered and can lead to deep student learning      *Handbook on Measurement, Assessment, and Evaluation in Higher Education* Charles Secolsky,D. Brian Denison,2017-07-31 In this valuable resource well known scholars present a detailed understanding of contemporary theories and practices in the fields of measurement assessment and evaluation with guidance on how to apply these ideas for the benefit of students and institutions Bringing together terminology analytical perspectives and methodological advances this second edition facilitates informed decision making while connecting the latest thinking in these methodological areas with actual practice in higher education This research handbook provides higher education administrators student affairs personnel institutional researchers and faculty with an integrated volume of theory method and application      [Evaluating University Teaching](#) Milton Hildebrand,Robert Charles Wilson,Evelyn R. Dienst,1971      *Higher Education: Handbook of Theory and Research* John C. Smart,2010-04-28 Published annually since 1985 the Handbook series provides a compendium of thorough and integrative literature reviews on a diverse array of topics of interest to the higher education scholarly and policy communities Each chapter provides a comprehensive review of research findings on a selected topic critiques the research literature in terms of its conceptual and methodological rigor and sets forth an agenda for future research intended to advance knowledge on the chosen topic The Handbook focuses on twelve general areas that encompass the salient dimensions of scholarly and policy inquiries undertaken in the international higher education community The series is fortunate to have attracted annual contributions from distinguished scholars throughout the world



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