

Module 4 - SoTL evaluation

Scholarly teaching and the scholarship of teaching

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Year: 2017

Hello, today I am here to speak with you about evaluation in the Scholarship of Teaching and Learning Module. So why would we evaluate our learning and teaching? Well, we need to reflect, we need to improve our service, and engagement for students - and also we want to improve our teaching.

In this section of the SoTL Module, or the Scholarship of Teaching and Learning, we reflect on Light, Cox and Culkin's 2009 article - where they ask us to consider very carefully about the uses of evaluation in terms of planning, preparation and so forth.

Evaluation should not be something that provokes anxiety. We hope that it will encourage you to participate with your colleagues and your students and improve what kind of activities you can do in your classroom. In this section, we're also going to look at a list of things you might be able to do - little activities, evaluation types of things - other than the evaluation that the university arranges for you. And some of those things might be questionnaires.

Now with questionnaires, students do get very tired, sometimes, of doing them. They get fatigued. But what we'd like to encourage you to do is think about things that would target particular aspects of your teaching that will make it better. It might be a lecture - how you can organise your lecture. So, you could give a questionnaire either at the beginning or the middle, or a certain part of your semester or teaching period.

The other option is a one minute paper. So in a one minute paper it might be that you ask a few students to write down a few key issues that they found were, perhaps, challenging - or that they enjoyed - and perhaps some recommendations for further improvement.

The other thing you could consider is buzz groups. Now buzz groups - that might be three or four students - and they might be tasked with a particular question that will help inform on planning for a unit.

The other thing you could do, and this is not an exhaustive list, is the student generated statements. Now in student generated statements, you might pose a question and say to the students - you might like to think of some questions, I'll step out of the room - and they will come up with some things that perhaps you didn't think were aspects of your teaching that they might like to explore further.

And focus groups is another way. So, focus groups can be organised in several different ways, but one of the most popular ways, again, is stepping out of the room and giving the students a particular question - maybe setting them up in groups if it's a large cohort. And then some kind of incentive is always good so that they will engage and everyone can relax and talk about this in a more comfortable environment.

These are only a few ways, and peer review of teaching is perhaps something that your university will offer you as well. Thank you and good luck with your teaching.



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