

# Grouped Student Evaluation of Teaching Protocol

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## 1.0 Introduction

This protocol is intended for MU staff who voluntarily wish to gain a greater understanding of their teaching methods, how their students perceive them and how to improve their teaching techniques. The evaluation involves the collection of feedback from small groups of students. This is carried out by an independent facilitator, who collates the student responses and prepares a confidential report on the overall findings for the staff member (here in after referred to as the 'teacher' to encompass all teaching roles in the University).

## 2.0 Preparation for the Assessment

2.1 Preparation involves a short, private consultation discussion between the facilitator and the teacher. The following areas are discussed

- The objective of the student evaluation system
- Any concerns or challenges that exist
- Any specific outcomes that the teacher would like to achieve as a result of the assessment.

2.2 The Facilitator will explain the protocol.

2.3 It is made clear to the teacher that the assessment is

- Voluntary for the Teacher
- Confidential for the students – the feedback is by small groups not individuals and no names are made available to the teacher. The teacher is not present during the assessment.
- Confidential for the teacher – the results are not shared with department head or the students.

2.4 A number of logistic issues are noted

- Date of assessment
- Time of assessment
- Assessment location
- Program and year of students
- Subject
- Teacher name
- Number of students
- Any other relevant issues

The teacher should prepare the students for the assessment by telling them in advance of the assessment date and at which point in the class (start or end of class) the assessment will occur. The more the teacher stresses the importance of the exercise to them, the more seriously students will take the process.

### **3.0 The Assessment**

3.1 At the agreed time, the teacher introduces the facilitator and briefly explains that this is a voluntary programme, designed to give the teacher the opportunity to gain greater understanding of their teaching methods with a view to improving their teaching techniques. The teacher then hands the class over to the facilitator and leaves the room.

3.2 The facilitator outlines the purpose of the evaluation and explains the process, while emphasizing that it is:

- Voluntary, at the request of the teacher, who wishes to gain insight into how the course is going for them and what to identify as meaningful changes they could adopt to improve their method of teaching.
- Confidential for the students.

3.3 The facilitator outlines to the students that it is important to be clear and concise, specific and honest.

3.4 The class is divided into small groups of 4-6. Each group chooses a “note taker” to record the groups findings.

3.5 The student groups are asked to discuss each of the following three questions and record the group’s opinions, that they have achieved through majority, consensus on the page(s).

Q1: What do you like most about the module and the teacher’s teaching of it?

Q2: What aspects of the teacher’s teaching of this module needs change or improvement to enhance the learning?

Q3: What suggestions can you offer that would help make this module a more valuable learning experience for you?

It may be possible for colleagues to suggest two or three other short additional questions for consideration by students as well.

3.6 Four to five minutes are made available per question. The facilitator keeps track of the time and encourages the groups to move from one item to the next.

3.7 All feedback is collected and the students are thanked.

3.8 When the teacher next sees the students, he/she acknowledges the assessment, or does so at the beginning of the next class if the assessment is held at the end of a class.

#### **4.0 The Feedback Report**

4.1 The feedback report is a digest of the student feedback responses. Follow-up is at the discretion of the teacher who may choose to contact the Centre for Teaching and Learning to discuss the feedback received.

4.2 The teacher is welcome to request a further assessment study to evaluate the effectiveness of any corrective actions taken.

4.3 The teacher should close the feedback loop with the students by sharing key points from the process with them and either suggesting or discussing how any issues might be addressed where required.

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