EVIDENCE OF TEACHING EFFECTIVENESS

Beyond student evaluations

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Agenda

1. Questions to begin
2. Seldin’s framework
3. Two examples
4. Your evidence
5. Questions to conclude

“Teaching may be the only human activity which a person can practice and practice, and actually get worse at” (Nyquist & Wulff, 1996, p. 41)
Questions to begin

• What brings you to this session?

• In your context, what counts as evidence of teaching effectiveness?

• What do you hope to leave knowing?
Why go beyond student evaluations?

- Students have evidence about some but not all aspects of teaching effectiveness.

- Student evaluations are indirect evidence of effectiveness.

- Student evaluations might or might not be useful, depending on the goals you have for evaluating your teaching.

- Experts recommend student evaluations be only one of multiple pieces of evidence in summative reviews of teaching effectiveness.
Seldin’s framework – 3 types of evidence

**Material from oneself:** Teaching responsibilities, philosophy, methodologies, materials, revisions, innovations, syllabi, documentation of improvement activities, short and long term goals

**Material from others:** Student evaluations, peer review of materials, observation reports, honors and awards

**Products of student learning:** students who have gone on to success, pre/post test scores, drafts of papers, student publications, presentations

Products of student learning: 2 examples

A colleague has come to you for advice about how to represent evidence of teaching effectiveness. From the example you have:

1. What do you (and what don’t you) know about your colleague’s teaching effectiveness?

2. What else would you need to make this example into helpful evidence of teaching effectiveness?
Your evidence of effectiveness

• What are your goals for collecting and using evidence of teaching effectiveness?

• What evidence would be most relevant and persuasive in your context?

• How will you (or how do you already) collect that evidence?

• How can you most effectively analyze and present that evidence?
Questions to conclude

• What are your remaining questions about evidence of teaching effectiveness?

• What is one thing you can do soon to capture or use evidence of teaching effectiveness?

• What is one longer-term goal you now have related to evidence of teaching effectiveness?
References

• http://www.wfu.edu/tlc/resources/portfolios.php