

ADVICE TO HEADS OF DEPARTMENTS ADVICE FOR ACADEMIC STAFF

PREPARING AND ASSESSING TEACHING EVIDENCE

1. 'Teaching' is a complex practice that includes designing curriculum, delivering content, fostering values and dispositions, training skills, choosing assessments, marking, communication with students outside lectures, etc. This can be small or large groups, team or individual, clinical or university based, distance or local.
2. No single instrument is adequate to evaluate quality teaching because of the complexity of teaching, and particularly the complexity of what makes a 'good' teacher. This means that question 5 is not a proxy for evaluating teaching performance.
3. One source of evidence is not enough to support a conclusion about the quality of teaching. Instead we need to triangulate evidence from multiple sources. In other words, find three or more sources of evidence that each support the same conclusion about quality of teaching.
4. One way confirmation staff or staff applying for promotion can show quality of teaching is by demonstrating improvements in their teaching, particularly for the first few times the course is taught. This approach may require evidence over at least two semesters or years and might include reflection on the changes made to improve the teaching.
5. Sources of evidence may include student feedback such as:
 - i. Formal student evaluations of courses¹;
 - ii. Formal student evaluations of the teacher;
 - iii. Student interviews, individually or in groups;
 - iv. Informal class student feedback;
 - v. Student and graduate opinion surveys;
 - vi. Unsolicited student feedback.
6. The use of survey tools with small groups of students (10 or fewer) gives rise to concern about sample reliability and should not be used on its own as evidence of quality of teaching. The results of surveys from small groups can be combined across more than one year, or the results should be triangulated with other evidence.
7. Survey tools with very low responses rates may not provide useful evidence about quality of teaching and may require an explanation of the circumstances causing the low response rate.
8. Sources of evidence may include peer review. A peer can give feedback about "classroom" performance, course materials, resources, assessment practices etc. It also might include peer review of supervision.
9. Sources of evidence may include student learning outcomes including students' self-reported knowledge and skills, rates of attrition and failure, progression to postgraduate studies and so on.
10. Sources of evidence may include the teachers' self-reflection and analysis including their responsiveness to student and peer feedback.

¹ It is useful to identify if the course is team taught or not.

11. Sources of evidence may include teaching awards.
12. Sources of evidence may include evidence of innovation, course development and contributions to curriculum projects or initiatives.
13. The responsibility to provide the evidence lies with staff members. The Self-Evaluation of Teaching statement in their Otago Teaching Profile provides them with the chance to offer an interpretation of the evidence, to weave it together to demonstrate the quality of their teaching and to provide the context in which they work. In their context form in their Otago Teaching Profile they could, for example, highlight particular circumstances of their courses and the factors that may affect student feedback (such as compulsory courses).
14. Confirmation staff members or applicants for promotion should summarise and analyse the documentation they provides. If this is not done, it may be difficult for reviewers to assess the quality of the teaching.
15. It may be appropriate to set indicative measures about teaching standards for particular papers taught by the Department. Such standards must be made available to confirmation path staff at the time the confirmation objectives are set and should be realistic and based on data from previous teaching of the paper.
16. Further information about providing evidence about the quality of teaching and preparing the Otago Teaching Profile is available as follows:

Otago Teaching Profile	<p>Appendix 3 in the Academic Promotion Policy includes advice about- The Otago Teaching Profile</p> <p>The HEDC web site: http://hedc.otago.ac.nz/hedc/teaching/evaluating-your-teaching/teaching-profile/</p> <p>Higher Education Development Centre, ext. 7581.</p>
Guidelines for teaching at Otago	http://www.otago.ac.nz/staff/otago027122.pdf
Evaluating your teaching	https://www.otago.ac.nz/hedc/evaluate/index.html
Course evaluations	https://corpapp.otago.ac.nz/inform/
Coordinator/team leader evaluation	http://hedc.otago.ac.nz/hedc/teaching/evaluating-your-teaching/coordinator-team-leader-evaluation/
Peer review of teaching	https://www.otago.ac.nz/hedc/evaluate/peer-review/index.html
Peer review of supervision	https://www.otago.ac.nz/hedc/evaluate/peer-review/index.html
Evaluating small groups	https://www.otago.ac.nz/hedc/evaluate/small-groups/index.html