



Checks and Tips for Evaluation and Collecting Feedback

Evaluating and reflecting on your teaching practice and CPD activities is central to becoming a more effective teacher. One useful way to think about evaluating your practice might be to ask,

"What do I want to know or demonstrate about my teaching?"

This will help you to decide what sort of feedback you need and therefore what sort of evaluation needs to be carried out.

WHAT TYPE OF EVALUATION DO YOU WANT?

Formative evaluation asks 'How is my teaching going?'

It provides ongoing information on the effectiveness of your teaching. Data should be collected at the early or mid-way points of the course, which allows you to reflect on your teaching performance and to modify your teaching accordingly. Formative evaluation can be directed at the student learning experience as a whole (satisfaction levels, levels of engagement, levels of support provided) and/or a particular aspect of teaching and learning (the formative evaluation of a new teaching resource). Formative evaluation is geared towards professional development and improvement.

Summative evaluation asks 'How did my teaching go?'

It is usually carried out at the end of a course or program and generally measures the student learning experience overall (satisfaction levels, levels of engagement, levels of support provided). However, a summative evaluation can be directed towards a particular aspect of teaching (e.g. the use of a new approach such as case based learning). Summative evaluation informs summary judgments of teachers, the appropriateness of course material, learning, teaching and assessment methods and provides information for quality assurance and external review.

GETTING FEEDBACK ON YOUR TEACHING

You can obtain feedback on your teaching from different sources both informal and formal, from your own reflections, from peers and from students. Together, this feedback provides you with evidence of teaching effectiveness and helps you to determine where improvements might be made. Sources of evidence include:

- Student feedback;
- Peer review;
- Self review / self reflection

ACTING ON EVALUATIONS AND FEEDBACK

Evaluation and feedback on your teaching can help you to identify areas where you might want to improve. You can get support from within the University to help you in this process:

The [Centre for Academic Development](#)

The [Faculty's Centre for Medical and Health Sciences Education](#)

The [Faculty's Learning Technology Unit](#)

