

# M6: ASSESSING TEACHING

*At the end of the module, students should be able to:*

- 1. identify the main components of a lecture that are to be assessed;*
- 2. name the 13 characteristics of good teaching (Ramsden, 1992);*
- 3. describe the 7 competencies of teaching (Schoen, n.d.);*
- 4. list out the 21 elements of student assessment of lecturers (CAE);*
- 5. compare & contrast Lowman's (1995) student assessment of lecturers with that of CAE.*

# M6: ASSESSING TEACHING

- 1 SET INDUCTION OR INTRODUCTION (10)
- 2. CONTENT OF LESSON (30)
- 3. PRESENTATION STYLE (30)
- 4. USE OF AVAs (20)
- 5. CLOSURE (10)
- TOTAL (100)

# I: SET INDUCTION OR INTRODUCTION

- 1. *Topic & sub-topics* (4)  
2. *Objectives* (6)
- *TOTAL* (10)



# II CONTENT OF LESSON

- *1 Knowledge of topic (5)*
  - *2 Extent of coverage based on objectives (5)*
  - *3 Logical flow of presentation (5)*
  - *4 Level of interest created (5)*
  - *5 Correctness of language used (5)*
  - *6 Clear & relevant examples (5)*
- TOTAL (30)*

# III PRESENTATION STYLE

- 1. *Confidence* (5)
- 2. *Enthusiasm* (5)
- 3. *Clarity of speech/audibility* (4)
- 4. *Appropriate gestures* (4)
- 5. *Humour* (4)
- 6. *Lecturer-student interaction* (4)
- 7. *Questions* (4)
- *TOTAL* (30)

# *D: USE OF AUDIO-VISUAL AIDS*

- *White board*
- *OHP & transparencies*
- *Computer-assisted aids*
- *Etc.*
- *TOTAL* *30*

# *E: CLOSURE*

- *1. Lecturer summarises points of lesson*
- *2. Approach used to ascertain student understanding*
- *3. Ability in answering student questions, if any*
- *4. Announcement of homework and/or next topic*
- *TOTAL*

*10*

# ASSESSING TEACHING BY SC STUDENTS: 3 components & 21 elements

- *A: Evaluation of teaching*
- *B: Evaluation of the Course (Subject)*
- *C: Evaluation of Resources*



# ASSESSING TEACHING

## A: Evaluation of Teaching (12)

- 1 Punctuality
- 2 Preparation
- 3 Clarity
- 4 Method of delivery
- 5 Motivation
- 6 Class management



# ASSESSING TEACHING

## *A: Evaluation of Teaching*

### *(contd.)*

- *7 Revision*
- *8 Completion of topics*
- *9 Helpfulness of lecture*
- *10 Adequacy of assignments/tests*
- *11 Feedback*
- *12 Quality of teaching*

# ASSESSING TEACHING B: EVALUATION OF THE COURSE/SUBJECT (4)

- *13 Scope of the course*
- *14 Course organisation*
- *15 Challenging course*
- *16 Value of the course*
- *17 Mode of assessment of students*

# ASSESSING TEACHING C: EVALUATION OF RESOURCES (4)

- *18 Rooms for lectures, etc.*
- *19 Library facilities*
- *20 Computer facilities*
- *21 Teaching aids*

# *EVALUATION OF LECTURER*

*(adapted from Lowman,  
1995,305) - 10 elements*

- *For each answer, write the appropriate number in the blank:*
- *1 Strongly disagree*
- *2 Disagree*
- *3 Neither disagree nor agree*
- *4 Agree*
- *5 Strongly agree*



# *EVALUATION OF LECTURER*

*(adapted from Lowman, 1995,305) - 10 elements (contd.)*

- *1 My lecturer seemed knowledgeable about the course*
- *2 My lecturer explained things clearly*
- *3 My lecturer was prepared and organized*
- *4 My lecturer showed enthusiasm when teaching*
- *5 My lecturer was dedicated to teaching*

# *EVALUATION OF LECTURER*

*(adapted from Lowman, 1995,305) - 10 elements (contd.)*

- *6 My lecturer challenged me to give my best effort.*
- *7 My lecturer demonstrated concern for students.*
- *8 My lecturer's grading procedures seemed fair.*
- *9 Overall, my lecturer has been an effective teacher.*
- *10 Overall, this has been a high-quality class.*



# 13 CHARACTERISTICS OF GOOD TEACHING (Ramsden, 1992, 89)

- 1 A desire to share one's love of the subject with students
- 2 An ability to make the material being taught stimulating & interesting
- 3 A facility for engaging with students at their level of understanding
- 4 A capacity to explain the material plainly
- 5 A commitment to making it clear what has to be understood, at what level, and why

# 13 CHARACTERISTICS OF GOOD TEACHING (Ramsden, 1992, 89) (contd.)

- *6 Showing concern & respect for students*
- *7 A commitment to encouraging student independence*
- *8 An ability to improve & adapt to new demands*

# 13 CHARACTERISTICS OF GOOD TEACHING (Ramsden, 1992, 89) (contd.)

- *9 Using teaching methods & academic tasks that require students to learn actively, responsibly, and cooperatively*
- *10 Using valid assessment methods*
- *11 A focus on key concepts & students' understanding of them*

# *13 CHARACTERISTICS OF GOOD TEACHING (Ramsden, 1992, 89) (contd.)*

- *12 Giving the highest quality feedback on student work*
- *13 A desire to learn from students & other sources about the effects of teaching & how it can be improved*

# SELECTED REFERENCES

- *Lowman, Joseph (1995) Mastering the Techniques of Teaching, 2nd ed. San Francisco: Jossey-Bass.*
- *Ramsden, Paul (1992) Learning to Teach in Higher Education. London: Routledge.*

# M8: MICRO-TEACHING

- *1 Micro-teaching as opposed to macro-teaching*
- *2 Term 1st coined in 1963 at Stanford University*
- *3 Scaled down in terms of selected variables, e.g. teaching only 3 or 4 'students' (1 with average IQ, 1 below average IQ, 1 with behavioural problems)*

# M8: MICRO-TEACHING (contd.)

- *15-20 minute presentation*
- *Focuses on enhancing the practice and evaluation of one of the following teaching skills, one at a time, e.g.*
- *Effective set induction*
- *Appropriate questions/questioning techniques*
- *Effective use of AVAs*

# *M8: MICRO-TEACHING*

## *(contd.)*

- *Sequencing questions properly*
- *Establishing & maintaining effective student involvement*
- *Motivating students*
- *Using effective teaching methods*
- *Effective closure*

# *M8: MICRO-TEACHING (contd.)*

- *ADVANTAGES OF MICRO-TEACHING*
- *1 Reduces the complexities of a regular classroom*
- *2 Permits the teacher to concentrate on the acquisition of a teaching skill*
- *3 Info about performance aids the student teacher (view video-taped lesson)*
- *4 Allows student teacher to select lesson content based on his/her expertise*
- *5 Creates a low-threat situation*

# M8: MICRO-TEACHING (contd.)

- 6 A low-risk situation for both teacher and students
- 7 Permits greater control of the trainees' environment, e.g. students, methods of feedback
- 8 Allows for the repetitive practice necessary to master teaching skills
- 9 Incorporates spaced or distributed practice of a teaching skill over time
- 10 Does not involve going to a school/college