Guidance Notes on

In-Class Evaluation

This brief guidance note contains:

1. an overview of in-class evaluation
2. a practical and recommended approach for you to implement, and suggested alternatives
3. a proforma to use with your students

## Overview of ‘in-class evaluation’

The purpose of an in-class evaluation is to capture **‘during’** the teaching process, rather than at the end of the module, students’ perceptions of the effectiveness of their learning and teaching experience.

This approach can be adopted to both the online and face-to-face teaching contexts.

Unlike the Peer Observation process which is concerned primarily with the approach taken by the tutor, the in-class evaluation is designed to capture the ‘student view’. End of module or session ‘scores’ do not serve the same purpose as in-class evaluations.

In-class evaluations are designed to structure students’ responses in such a way that they are focussed not on who you are, but how they are engaged in their learning and how they themselves behave in their learning. It is a student-centred approach to informing your teaching practice.

Students are generally very positive about in-class evaluations. It is clear to the students that you are taking the quality of their learning experience seriously. They are able to respond to their own insights about their behaviour, making enhancement a joint effort.

The approach we recommend for obtaining your in-class evaluation is a derivation of a process called ***Small Group Instructional Diagnostics*** or SGID for short. The full SGID process involves a third party working with your students, usually for 30-40 minutes, to assess their learning experiences and guide your teaching approaches. This uses a more facilitative approach than the one outlined here with the same four questions being discussed in buzz-groups or small pods of students, and the comments distilled by the third party.

SGID can be a very valuable intervention technique for module or programme leaders concerned about the variation in student experience across a range of delivery options for example.

Some variations of SGID can involve video-based reflections like those used in micro-teaching, in which a recording of the class, the teacher and the students, is watched back by the students themselves and the same four questions are answered. Still other models train student observers to provide the third party facilitation.

Below is a recommended approach and an associated template available in Microsoft Word for you to customize.

## Practical and Recommended Approach

The following procedure uses four questions, deliberately placed in this order. The intention is to structure students’ responses in such a way that they are focussed on their role and how you engage them. It is consciously student-centred and designed to provide students, as well as the teacher, with insights.

This simplified approach to in-class evaluation will greatly inform your practice.

* Between one third and half the way through the course of study (week four out of a ten week course for example) set aside 10 minutes of your learning time.
* Provide students with the attached handout (amended as applies to your context)
* Leave students to complete the form.
* You should not circulate during this period and leave students to complete it alone.
* They may be encouraged to talk to each other but should complete their own form.
* Have the forms returned to you anonymously (a student can collect them)

Review the forms and write a summary of the responses under the same headings on a blank version of the form. Try and do this within 24 hours of the in-class exercise.

It is not of particular concern if you have only a few responses. It is the quality of the feedback that matters. If necessary, do it with several classes and compare responses.

#### Alternatives

If you are teaching in a face-to-face context where it is impossible to take 10 minutes out of a class you may wish to consider the following alternatives.

* If it is a repeat class ask students to take the forms away with them and to return them at the next class.
* Explain the purpose (your self-development as a teacher) and ask if anyone is prepared to stay after the class for 10 minutes to help you with this exercise \*(stress its purpose as being your development – most students want to help)
* If your students are un-reachable (a rarity!) you could invite a colleague to ‘play’ the role of a student and participate in your class as a student. They would then answer the SGID questions in a way they feel best represents the class. If you take this approach you should NOT have the colleague doing a Peer Observation provide this support, ask someone else and do it on a different occasion.

If you are teaching online, you can either set aside time on a live webinar or create a special discussion board within your Virtual Learning Environment. You may be able to set up a Google or Office365 form to collate evaluative comments from your students.

## Student Handout -Evaluation of the Learning Experience – In-Class Evaluation

The purpose of this in-class evaluation is to capture your perceptions ‘during’ the teaching process, rather than at the end of the module. Your views on the effectiveness of the learning and teaching experience will help your faculty to enhance your tutors approach and provide you with an opportunity to reflect.

This form can be returned anonymously. The tutor will review the forms and write a summary of the responses to guide their practice and make changes, if appropriate, to future delivery on this course.

### Please do not spend more than ten minutes on your responses. Thank you for taking the time to share your thoughts!

Title of the Course:

Name of the Tutor:

Date:

Please provide answers under the following four headings. For each of these, please try to focus on specific behaviours, and describe ***why*** you like/dislike something, or ***why*** you think your suggested improvement would be beneficial.

Q1) Please identify TWO things that you believe are supporting your learning on this course

1.

2.

Q2) Please Identify TWO things that you believe are hindering your learning on this course

1.

2.

Q3) Please suggest ONE thing the tutor could do differently to improve the quality of your learning experience

1.

Q4) Please suggest ***ONE*** thing you could do to make the course better for yourself and the tutor.

1.