Centre for Teaching and Learning

The Centre for Teaching and Learning has as its mission to support and promote teaching and learning excellence, innovation, and scholarship at the University of British Columbia Okanagan.

The Centre for Teaching and Learning serves all faculties and schools at the University of British Columbia Okanagan. The Centre also provides support for graduate students/teaching assistants, post-doctoral fellows/scholars, and sessional/adjunct faculty.

Gathering Evidence About Your Teaching

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Gathering Evidence About Your Teaching

Good teachers monitor the quality of their teaching. They regularly collect and analyze feedback during the delivery of their course to make immediate adjustments. The following are some strategies to gather information about your teaching.

1. Student Evaluation of Teaching (SEOT)
This is an online evaluation that students complete at the end of each term for each class. Tell your students it is important to you. Stress this is your sincere attempt to improve. Set aside time in class for them to answer the survey online.

2. Ticket Out the Door
Five minutes before the end of class distribute a small slip of paper with two simple questions such as:
“What I like about this course is ___.”
“A question I have is ______.”
Stress that the slips be kept anonymous. Collect them at the door. Refer to some responses at the start of the next class.

3. Teaching Assistant Input
Invite feedback from your TA’s. Stress that they have perspectives and interactions with your students you don’t have, so their feedback is valuable to you.

4. Examine Student Output
Systematically review the students’ submissions of assignments, projects, and tests. Are all the learning outcomes covered in the assessments? Are the students demonstrating the learning outcomes in their submissions?

5. Keep a Teaching Journal
After each class, write what you felt good about, what did not go as planned, whether the pacing was appropriate, what discussions took place, and whether other activities went well. The journal will give you data you can examine for patterns and make appropriate changes.

6. Self Observation
Have someone record your instruction. Focus on one or more aspects when you review it later like students’ responses, student engagement, how you respond to student questions and answers, how you speak (Jargon? Hesitation words? Audible? Speaking to the screen/whiteboard rather than to the students?), how inclusive your words and actions are.

7. Midpoint Feedback
Gather feedback from your students midway through the course or earlier to assess how the students are feeling about their learning opportunities, the course materials, and the instructional decisions. This allows you to make changes or adaptations to the routines and strategies used to increase student success. Midpoint feedback demonstrates to your students that you care about their learning and want them to succeed.

8. Peer Observation
Recruit a peer to observe your teaching. Let them know ahead of time what you are most concerned about so they can watch for it.

To learn more about these tools for reflecting on your teaching, contact CTL (ctl.helpdesk@ubc.ca).