

# Assessing the impact of your teaching

## **ASSESSMENT METHODS**

Interactive teaching (a process of continually gathering student experiences)  
Brookfield's four lenses (self, literature, students, peers)  
Questionnaires – general and specific (e.g. a session, a UoS, an activity)  
Assessment analysis (problem areas, successful outcomes, ...)  
Document analysis (see sources below)  
Portfolios and reflective commentaries, diaries and journals analysis  
Letter to a friend (students write to a friend describing the course/teaching)  
Audio and video recording analysis  
Discussions/interviews – with a group (+ with student generated statements)  
Discussions/interviews – with individual  
Observation – from peer, colleague, advisor  
Literature benchmark, audit  
Personal reflection  
Longitudinal study of change  
Classroom evaluation (assessment) techniques (3 minute paper, snowball, stop-start-continue ...)

## **ASSESSMENT SOURCES (some from teaching awards documentation)**

### Documentation

- Unit outlines (containing documentation of particular processes and outcomes)
- Class/lecture outlines (documenting examples of practices)
- Leadership in teaching activities (invitations, workshop outlines, policy and process innovations)
- Assessment artefacts (assignment tasks, marking criteria, feedback scripts to students on drafts, excerpts from examiners reports or feedback to supervisors, etc)
- Teaching research and development grant applications and outcomes
- Scholarly publications reporting on your teaching/supervision
- Supervisory tools or resources used with candidates

### Students

- Evaluations of teaching and/or supervision and other forms of student feedback (eg letters from past students, citations from past students, extracts from acknowledgments in theses, student reports on supervision, student diaries, student portfolios, ...)
- Learning analytics
- Assessment outcomes (related to student learning)

### Peers/colleagues

- Deans/ Head of Department notes and reports
- Observation of teaching notes/reports

### Admin data

- Demand for program, including increase in numbers over time
- Student retention
- Financial viability of UoS
- Extent of student participation in delivering programs eg as student mentors
- Continued funding/resourcing for program/service
- University/department rating (Good Universities guide)