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Preamble

Teaching is a noble profession. A teacher is always concerned about his students and their future. A good teacher maintains the professionalism and integrity and works diligently to reflect scholarship. A good teacher has caring, nurturing, and developing minds and talents. He enjoys pleasure and heart-felt rewards seeing his students' success. A good teacher, besides disseminating information in the class, is always at the edge of his subject and interest, always insists on the reasons for learning, and assesses the teaching goals.

Assessment of quality teaching

Assessment is a systematic collection of information about students' learning using appropriate time, knowledge, expertise, and resources to promote quality of teaching. The main goal of the assessment is to make the teaching visible to the teacher himself, to his students, and to his supervisors.

Through assessment, a teacher measures his teaching outcome. He measures if his students are achieving the curricular objectives through his teaching. In other words, he measures the effectiveness of his teaching and tries to find ways to improve student learning.

For assessment, a teacher should know the philosophy of his teaching, create strategies for good teaching, develop different approaches of teaching for different levels of students, and know his expectations. Goals of a good course and good teaching should focus on understanding, application, analysis, and assessment of the knowledge.

For self-assessment, a teacher should provide students with the syllabus describing the learning goals, resources, requirements, and assessment (grading) criteria. Then, test them (their understanding) for their foundation of knowledge with a set of questions on the course/topic he is going to teach. Testing can be done using several different methods. Once the tests are done, a teacher should collect

the data, create a chart/graph, and analyze them to assess and re-assess students' learning and write down the summary of his (teacher's) accomplishment or failure, documenting his strengths and weaknesses of his teaching, and creating goals to improve his pedagogy in the future (Table 1-2, Figure 1).

Table1. Sample (imaginary) measures of students' performance from pre-test and post-test evaluations for self-assessment of teaching effectiveness on students' learning. Evaluations show the evidence of students' learning from effective teaching.

Questions	Pre-Test (% provided correct answer)	Post-Test (% provided correct answer)
1	30	90
2	23	87
3	45	95
4	37	86
5	37	88
6	41	95
7	25	90
8	28	89
9	20	85
10	31	94

Table 2. Results/grades obtained by participating students (letter grades) (imaginary values).

Letter Grade	Percent of students obtained the grade at the Pre-Test	Percent of students obtained the grade at the Post-Test
A	0	20
B	10	70
C	75	10
D	10	0
F	5	0

For peer assessment, a teacher can invite one or more of his colleagues (preferably two- one from his discipline and one from another discipline) to assess his teaching. The

teacher should provide them (the colleagues) with the syllabus of the course and the topic he would teach, and teaching materials ahead of time. Then, collect their comments and analyze their assessments, write a summary on his strengths and weaknesses, and create goals to improve his pedagogy in the future (Table 3).

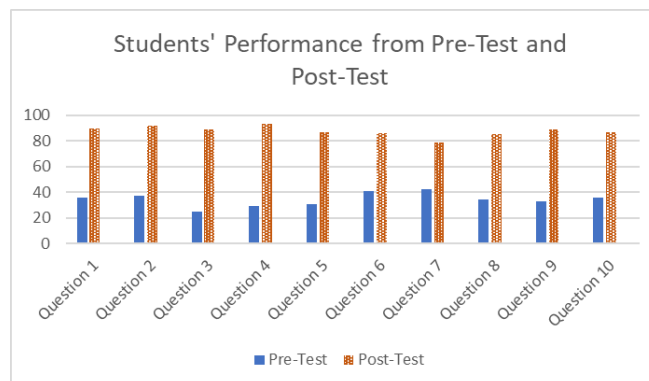


Figure 1. Sample (imaginary) measures of students' performance from pre-test and post-test evaluations for self-assessment of teaching effectiveness on students' learning from effective teaching.

For institutional assessment, a teacher should follow the guidelines of the institute to obtain students' evaluations at the end of each teaching period (semester or term) and document them in the dossier (Table 4, Figure 2). Through sequential documentation and analysis, a teacher can also make his teaching visible to authority for merit, tenure, promotion, and awards.

Table 3. Sample rubric for peer assessment for quality teaching.

Name of the instructor:

Course & Topic of the presentation:

Date & Time:

Element	Comment
Structure of the lesson/course	
Style of delivery	
Professional behavior	
Use of appropriate teaching tools	
Student engagement	
Attitude towards student learning	
Others	

Making teaching visible

To make one's teaching visible, a teacher should create a teaching portfolio or a dossier. A teaching dossier is a written and visual picture of a quality teacher. It is an organized collection of materials that provide evidence of one's knowledge and practices as a teacher, and it makes one's excellence of teaching visible.

Table 4. Sample institutional measures of students' evaluation for the course.

Instructor's Name:
 Course Number:
 Course Name:
 Semester:
 Date of Evaluation:

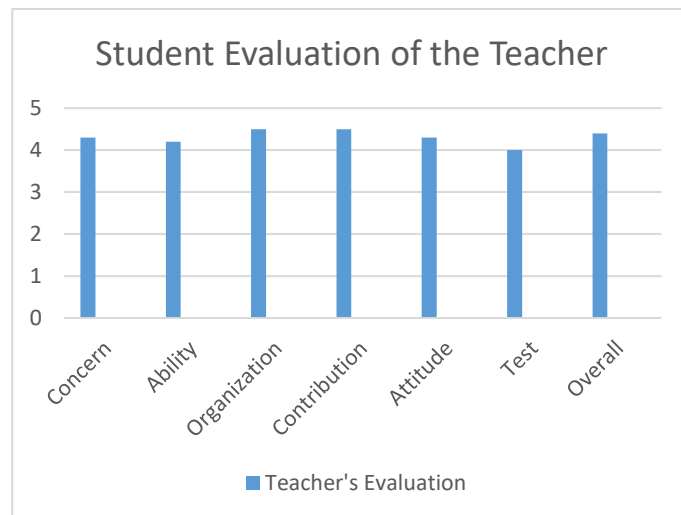


Figure 2. Sample (imaginary) measures of students' evaluation of the teacher for a particular course (On a scale of 1-5)

Questions	5=Outstanding	4=Very Good	3=Good	2=Fair	1=Poor
1. Instructor's concern for student learning					
2. Instructor's presentation of subject in organized manner					
3. Instructor's enthusiasm to arouse interest and stimulate curiosity					
4. Instructor's methods of testing students' understanding					
5. Instructor's ability to explain complex material					
6. Instructor's attitude toward students					
7. Instructor's contribution to students' gaining knowledge on the subject					
8. Overall evaluation of the instructor					

5=Outstanding, 4= Very Good, 3 = Good, 2=Fair, and 1=Poor.

A teaching dossier shows the scholarly works of teaching. It methodically investigates, analyses, and documents students' learning in relation to one's teaching, and it communicates this analysis and documentation of one's quality of teaching to campus or disciplinary authorities. A teaching dossier also serves as a course repository and a model for future teachers.

As mentioned above, a teaching dossier summarizes teaching for annual evaluations, documents for assessment of faculty development efforts, highlights teaching performances for tenure and promotion. It also

helps the institute for curriculum revision and program review.

A good teaching dossier can be created for an individual course or for all courses a teacher is teaching, and it may contain: introduction, philosophy of teaching, teaching artifacts (such as course syllabus, sample lessons, sample materials, sample quizzes and tests, sample students' reports etc.), reflections of teaching artifacts (such as student evaluations, peer evaluations, self -assessments, continuing education, advising and mentoring), honors and

awards, pedagogical publications, and appendices (adding supplementary materials).

Reflection of teaching

It is also a good idea to create a self-reflection on the following questions on teaching to display how passionate a teacher is. A teacher should find answers on his teaching effectiveness, his strengths and weaknesses, his plan on doing to continue to improve his teaching, and the items of support that he needs from his institute and supervisors/authorities.

Inference

Assessments are very important. Assessments provide excellent feedback to teachers to understand what worked and what did not work and provide teachers guidance for improvements. Only by quality teaching, a teacher can help his students to spark their intellectual curiosity to learn, to become effective independent thinkers and apply the knowledge, they learned, for the betterment of the future.

There is nothing more rewarding than watching students realize their talents and develop a passion for learning. It is very fulfilling when a teacher knows that he has made even a small contribution to someone's education and future.

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