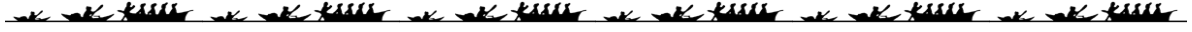


Catalog of ideas

Course evaluation
Ilisimatusarfik



Purpose

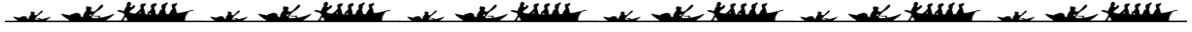
The purpose of this catalog of ideas is to provide quick ideas on how to conduct course evaluations. The basics of the evaluations are - that they should be relatively quick (20 minutes). At the same time, they should provide a written product. The main purpose of conducting evaluations is:

- Tool used to create reflection on your own teaching practice.
- To serve as a reminder of what worked well and less well at the last lecture.
- To be used in the general work concerning development and quality assurance of Ilisimatusarfik's teaching.

Remember that you will receive a survey that was conducted before the 2nd last class. This can be used as inspiration to focus your evaluation.

This document should be viewed as an ongoing document. So, if you have a good idea on how to make the catalog of ideas even better – please do contact the quality assurance officer, who will assist you.

Have a great evaluation.

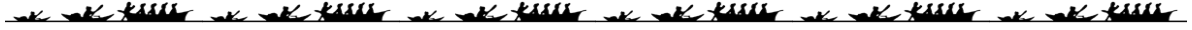


Post-it evaluation

Tools: Post-its, pens.

1. Motivate and align expectations for the evaluation.
 - a. Explain that evaluation is essential for good teaching and in developing your teaching skills.
 - b. Give a clear focus on what you want to be evaluated. It is important that you as a lecturer explicitly state what you want the students to evaluate. Is it the teaching method, the content, the literature, a specific didactic concept or something completely different?
2. Hand out two post-it notes (preferably the large ones found in the “mailroom” at Student services.
 - a. **On the one hand**, they must write something that they think works really well in the classroom. **On the other hand**, they should write something that they think could be improved.
 - b. Place the positive ones somewhere local. The negative ones, somewhere else.
3. Engage in dialog. See the immediate impressions of the post-it notes. Ask what their thoughts are behind the statements.
4. Take the post-it notes home. Read them and reflect on what might improve your teaching.

Note: If you use the activity at the beginning or in the middle of a semester, it is a good idea to follow up on the evaluation in plenum, so that students can answer whether your teaching have improved (or created other issues).

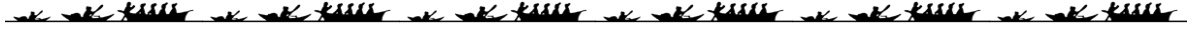


“Lecture free” evaluation

Tools: Computer.

1. Motivate and align expectations for the evaluation.
 - a. Explain that evaluation is essential for good teaching and in developing your teaching skills.
 - b. Give a clear focus on what you want to be evaluated. It is important that you as a lecturer explicitly state what you want the students to evaluate. Is it the teaching method, the content, the literature, a specific didactic concept or something completely different?
2. Get students to appoint a moderator, and somebody to write minutes.
3. Leave the students and let them control the process.
 - Let them know that you are outside the door if there are any questions.
4. Students are dismissed when they have sent a written product to the lecturer's e-mail.

Note: If you want more control over the evaluation - you can create questions for the students to answer.

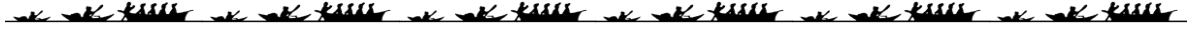


”Lecturer takes minutes” - evaluation

Tools: Computer.

1. Motivate and align expectations for the evaluation.
 - a. Explain that evaluation is essential for good teaching and in developing your teaching skills.
 - b. Give a clear focus on what you want to be evaluated. It is important that you as a lecturer explicitly state what you want the students to evaluate. Is it the teaching method, the content, the literature, a specific didactic concept or something completely different?
2. Get students to appoint a moderator, and explain that you take minutes.
3. Let the students talk “freely” - and note their points. Try as far as possible only to take minutes.
4. At the end - share your notes and correct any misunderstandings.

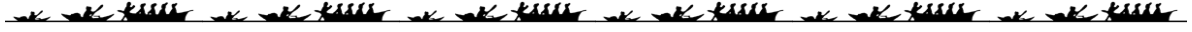
Note: If you want more control over the evaluation - you can create questions for the students to answer.



Fast-delphi evaluation

Tools: Printed Delphi evaluation sheet, pens.

1. Motivate and align expectations for the evaluation.
 - a. Explain that evaluation is essential for good teaching and in developing your teaching skills.
 - b. Give a clear focus on what you want to be evaluated. It is important that you as a lecturer explicitly state what you want the students to evaluate. Is it the teaching method, the content, the literature, a specific didactic concept or something completely different?
2. Distribute the Delphi evaluation sheet to all students. The sheet consists of two categories:
 - a. Name 3 things that work well.
 - b. Name 3 things that work poorly.
3. Pass the sheets around the classroom - so everybody sees all the sheets.
 - a. Students read the sheets and put a mark at the bottom of the sheet if they agree with the statement. If they disagree, they do not put a mark.
4. Collect an overview of which statements are top scoring. Invite to a dialog about the statements.



Burger evaluation (only in writing)

Tools: Printed burger evaluation sheet, pens.

1. Motivate and align expectations for the evaluation.
 - a. Explain that evaluation is essential for good teaching and in developing your teaching skills.
 - b. Give a clear focus on what you want to be evaluated. It is important that you as a lecturer explicitly state what you want the students to evaluate. Is it the teaching method, the content, the literature, a specific didactic concept or something completely different?
2. Pass the sheets around the classroom - so everybody sees all the sheets.
 - a. Students read the sheets and put a mark at the bottom of the sheet if they agree with the statement. If they disagree, they do not put a mark.
3. Collect an overview of which statements are top scoring. Invite to a dialog about the statements.



Delphi - evaluation sheet

Course: _____

Year: _____

3 positive statements about the teaching

1. _____

2. _____

3. _____

3 negative statements about the teaching

1. _____

2. _____

3. _____

Further comments



Burger evaluation:

What has worked well during the teaching?

What could improve?

What have you learned from the teaching?
