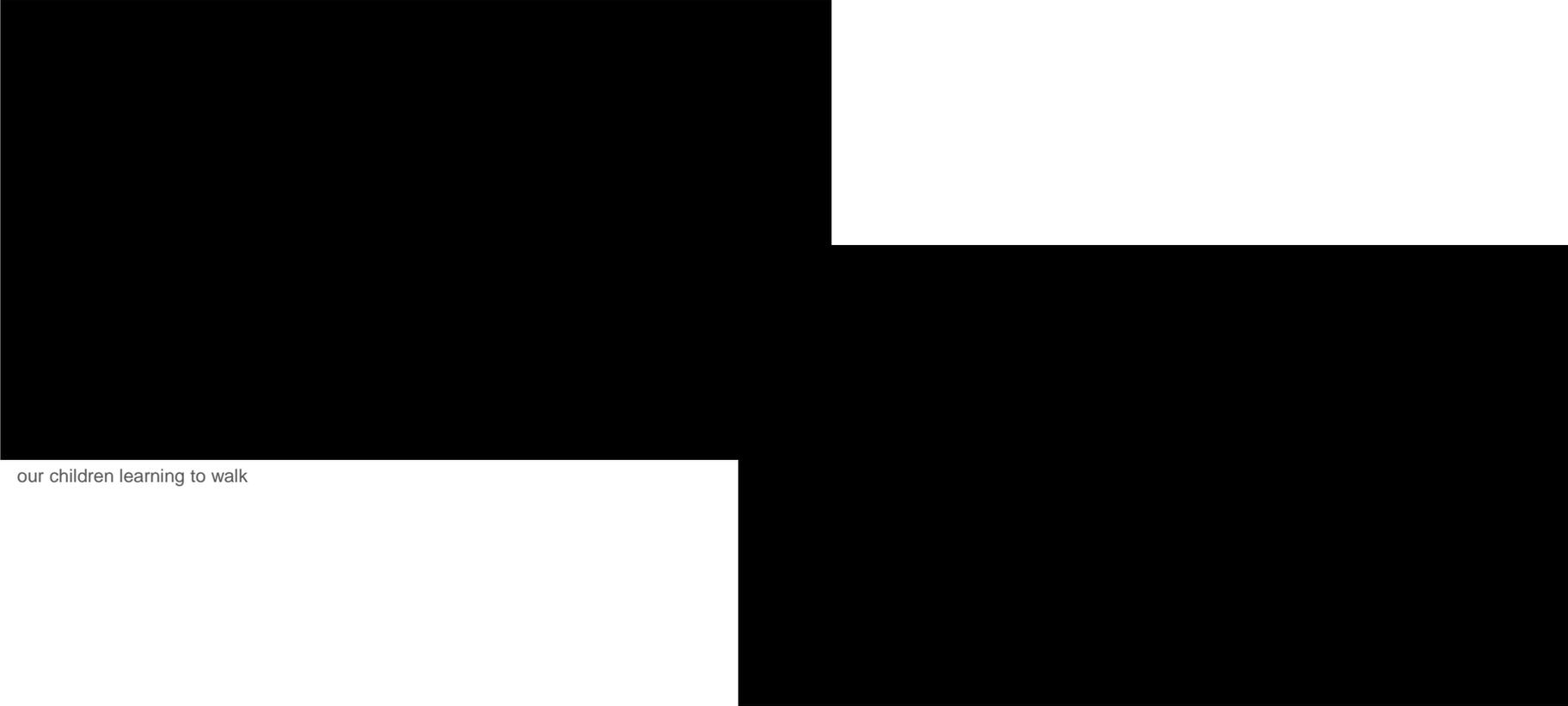




THE OHIO STATE UNIVERSITY

COLLEGE OF FOOD, AGRICULTURAL,
AND ENVIRONMENTAL SCIENCES



our children learning to walk

2014 AC indoor open : 60 meter Final Junior Men (Lucanus Robinson)

Which teacher is the more effective at teaching the student to walk?



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AND ENVIRONMENTAL SCIENCES

Evaluating Teaching Effectiveness

2014 National Academic Programs Summit Bozeman, MT

Jeff Hattey

Assistant Dean



**Faculty Development
Interventions
(e.g. 2014 National Summit)**

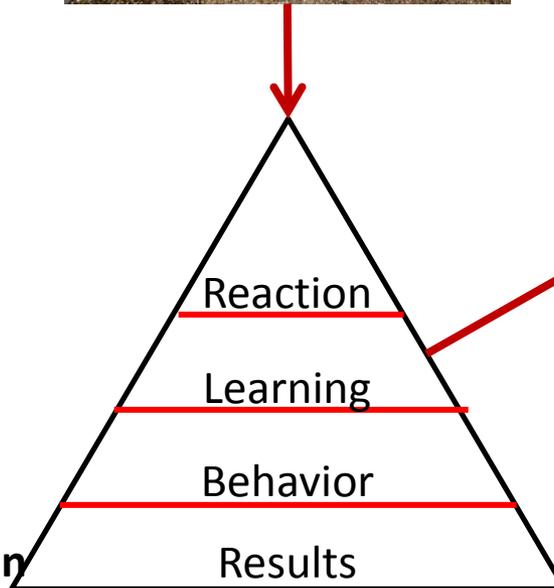
**Instructor
Role**

**Faculty
Member**



Multiple stakeholders are interested in outcomes of student learning

**Kirkpatrick's levels
of learners' reaction**



Outcome



Teacher Effectiveness

- What does it mean to be an effective teacher?
- What type of measure(s) will be used to compare the individual to the definition?
- Evidence provided by whom?
- Who uses the evidence?
- What type of decision is the outcome of the evaluation?



Salient Characteristics of 12 Sources of Evidence of Teaching Effectiveness

Source of Evidence	Type of Measure(s)	Who Provides Evidence	Who Uses Evidence	Type of Decision
Student Ratings	Rating Scale	Students	I/A/S	F/S/P/E
Peer Ratings	Rating Scale	Peers	I	F/S
Self-Evaluation	Rating Scale	Instructor	I/A	F/S
Alumni Ratings	Rating Scale	Graduates	I/A/S	F/S/P/E
Employer Ratings	Rating Scale	Graduates/ Employers	I/A/S	P/E
Learning Outcomes	Tests, Projects, Simulations	Students	I/CC/S	F/P/E

I=Instructor; A=Administrator; CC=Curriculum Committee; **S=Stakeholder**

F=Formative; S=Summative; Program; **E=Enrollment**

Partial list modified from Berk (2005)



Faculty Development
Interventions
(e.g. 2014 National Summit)

Faculty
Member

Instructor
Role



Multiple
stakeholders are
interested in
outcomes of
student learning

Reporting

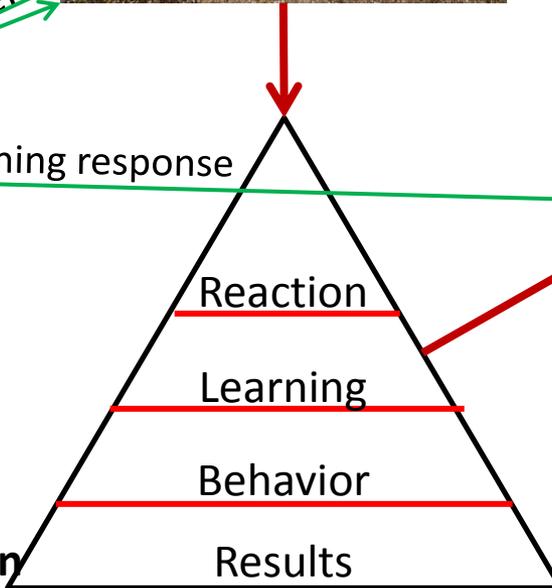
Embrace role

learning environment

Evaluate learning response

Where does an instructor
influence the teaching and
learning process?

Kirkpatrick's levels
of learners' reaction



Outcome



OSU Faculty Support for Effective Teaching

- **University Center for Advancement of Teaching**
 - Course Design Institute
 - Assist faculty with course creation
 - Available to all faculty and courses on campus
 - Backwards Design
 - “Begin with the end in mind”
 - Know, articulate and share goal(s) before construction
 - Build the course from end to beginning
- **Office of Distance Education and eLearning**
 - Quality Matters
 - Benchmark for online course design
 - Many standards advocated in are relevant to all course delivery modes
 - Offers faculty a framework to build their course upon



Quality Matters

- Provide quality assurance for online education
- Peer-based program to develop and provide continuous quality improvement for online education
- The QM Rubric was developed using
 - National standards
 - Best practices
 - Research literature
 - Instructional design principles
- A QM course is:
 - built upon a set of standards for designing high quality online and hybrid courses
 - aligned to ensure all activities are focused on learning outcomes
 - peer reviewed by colleagues who are trained in using the QM rubric



Quality Matters Rubric

- **Eight general standards**
 - Course Overview and Introduction
 - Learning Objectives
 - Assessment and Measurement
 - Instructional Materials
 - Learner Interaction and Engagement
 - Course Technology
 - Learner Support
 - Accessibility
- Subdivided into 41 specific standards each assigned a value
- Annotations explain application of the standards and relationships among them.
- A scoring system and set of online tools facilitate the evaluation by a team of reviewers
- Reviewers are trained and certified to use the QM rubric



Quality Matters Rubric

Course Alignment

- Systematic approach to ensure key course components
 - Learning Objectives
 - Assessment and Measurement
 - Instructional Materials
 - Learner Interaction and Engagement
 - Course Technology
- work to direct students toward desired learning outcomes

Course Review

- Three-person peer review team
- Minimum of one reviewer must be external to the institution
- Minimum of one reviewer is designated as subject matter expert



Evaluating Effective Teaching

- The teaching and learning process is not formulaic. It is a function of:
 - Teacher
 - Student
 - Environment
 - Resources
 - Internal and external interpretation
- Each institution has a unique combination of constraints within which teaching effectiveness must be evaluated.
- What evidence should be used to evaluate teaching effectiveness?

