

## Breakout session - Analysis of Teaching Evaluation at GMIT

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## Step 1

### SWOT-Analysis

- Analyze strength and weaknesses of the existing evaluation sheet with regards to the following aspects:
  1. Research question and hypotheses
  2. Characteristics and items
  3. Question sets
  4. Format of questions
  5. Introduction and instruction
  6. Pretest
- Present your results in the plenum and discuss them
- Create a summarizing overview (strength-weaknesses-analysis) for the results

# Analysis of Teaching Evaluation GMIT

## Step 1

## The existing sheet

Module Evaluation Questionnaire						
Module :		Term: Summer Term 2014-2015				
Instructor:						
A. Please answer the questions. Choose and mark your answer in the appropriate window.		Strongly Agree	Agree	Undecided/ Neutral	Disagree	Strongly Disagree
1	Expected grade in this module, or section if this is a multi-instructor module.					
2	The instructor was concerned with my success in the module.					
3	The instructor communicated module content effectively.					
4	The instructor answered student questions effectively.					
5	The instructor stimulated my interest in learning module material.					
6	The instructor interacted effectively with students in this class.					
7	The instructor treated me with respect.					
8	The instructor was well prepared for class.					
9	The instructor was motivated					
10	The instructor was qualified to teach for this module					
11	The module was well organized.					
12	My responsibilities in the module were clearly explained.					
13	This module had a reasonable workload.					
14	Exams and/or assignments related clearly to the module content.					
15	Exams and/or assignments helped me learn module content.					
16	Overall, this instructor was an effective teacher.					
17	I learned a lot from this module.					
18	The intended learning outcomes were achieved.					
19	Overall, this was a good module.					

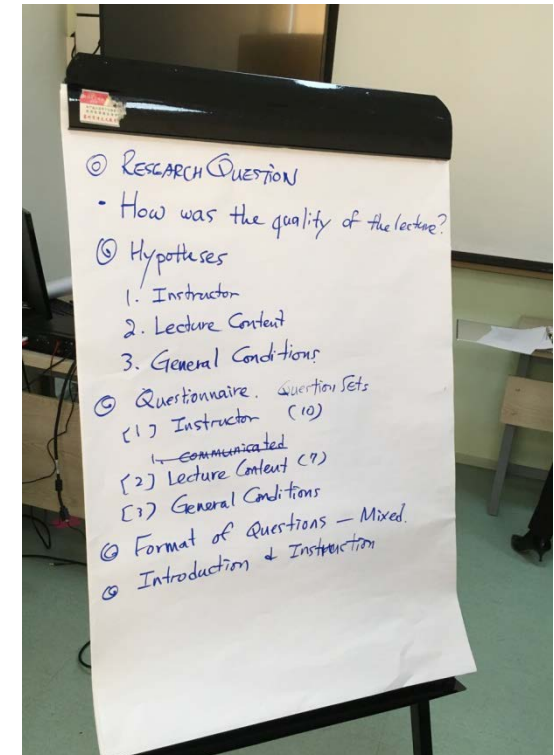
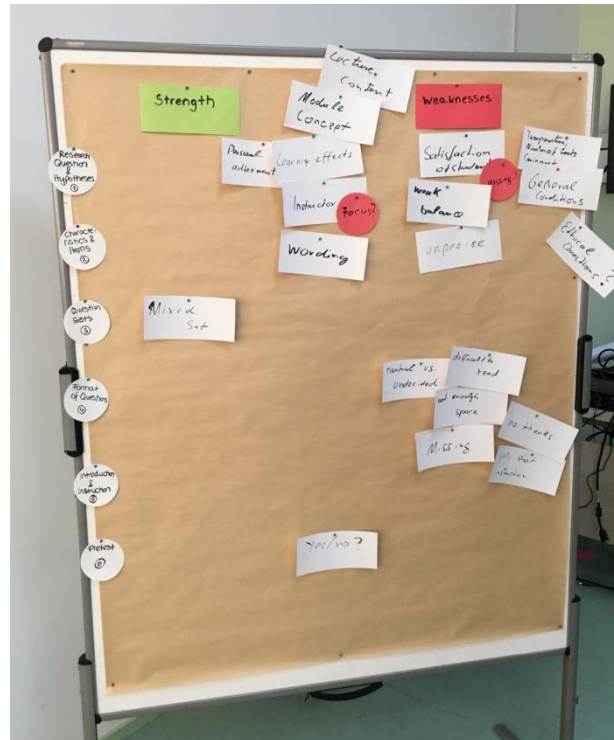
### B. Please answer the following questions on your own words.

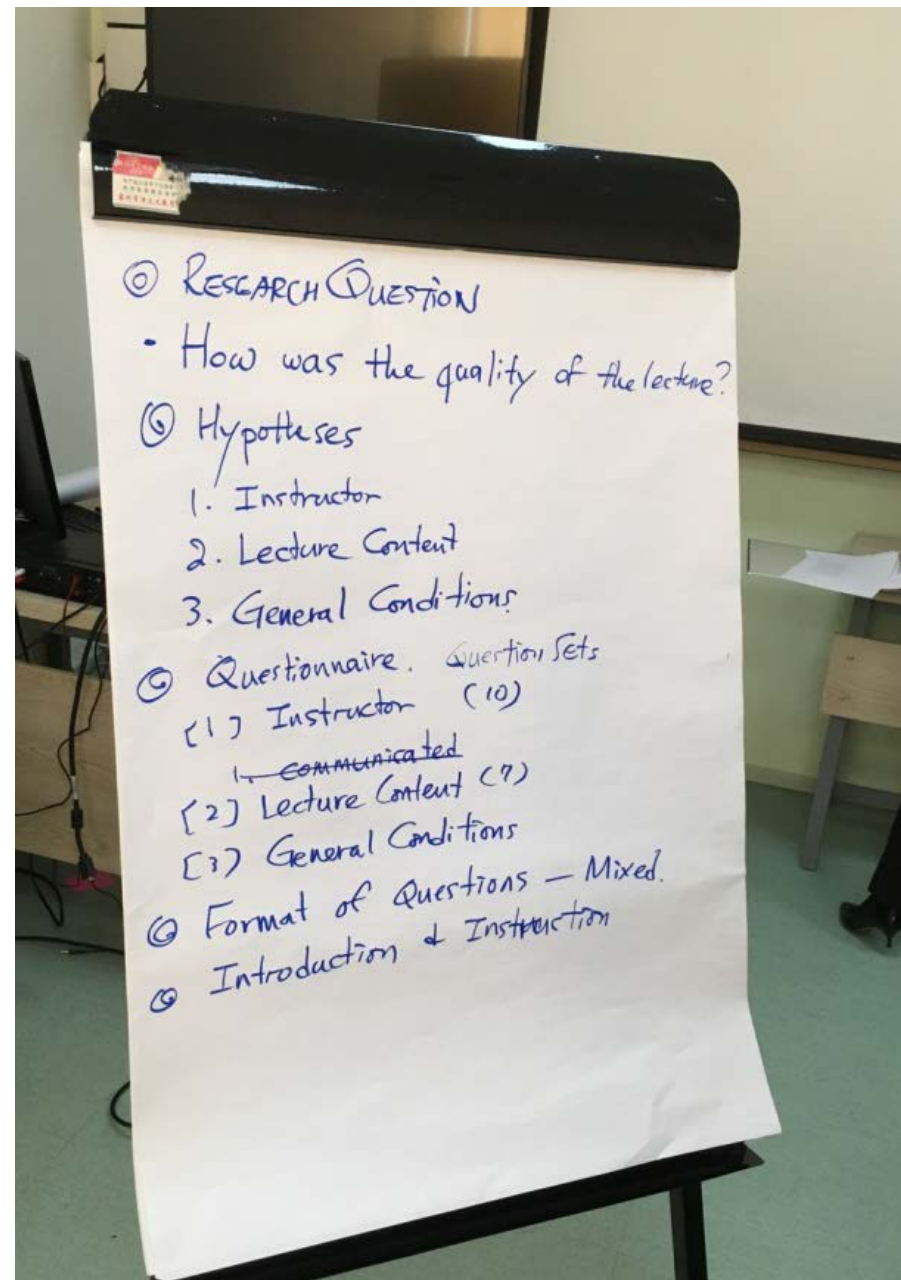
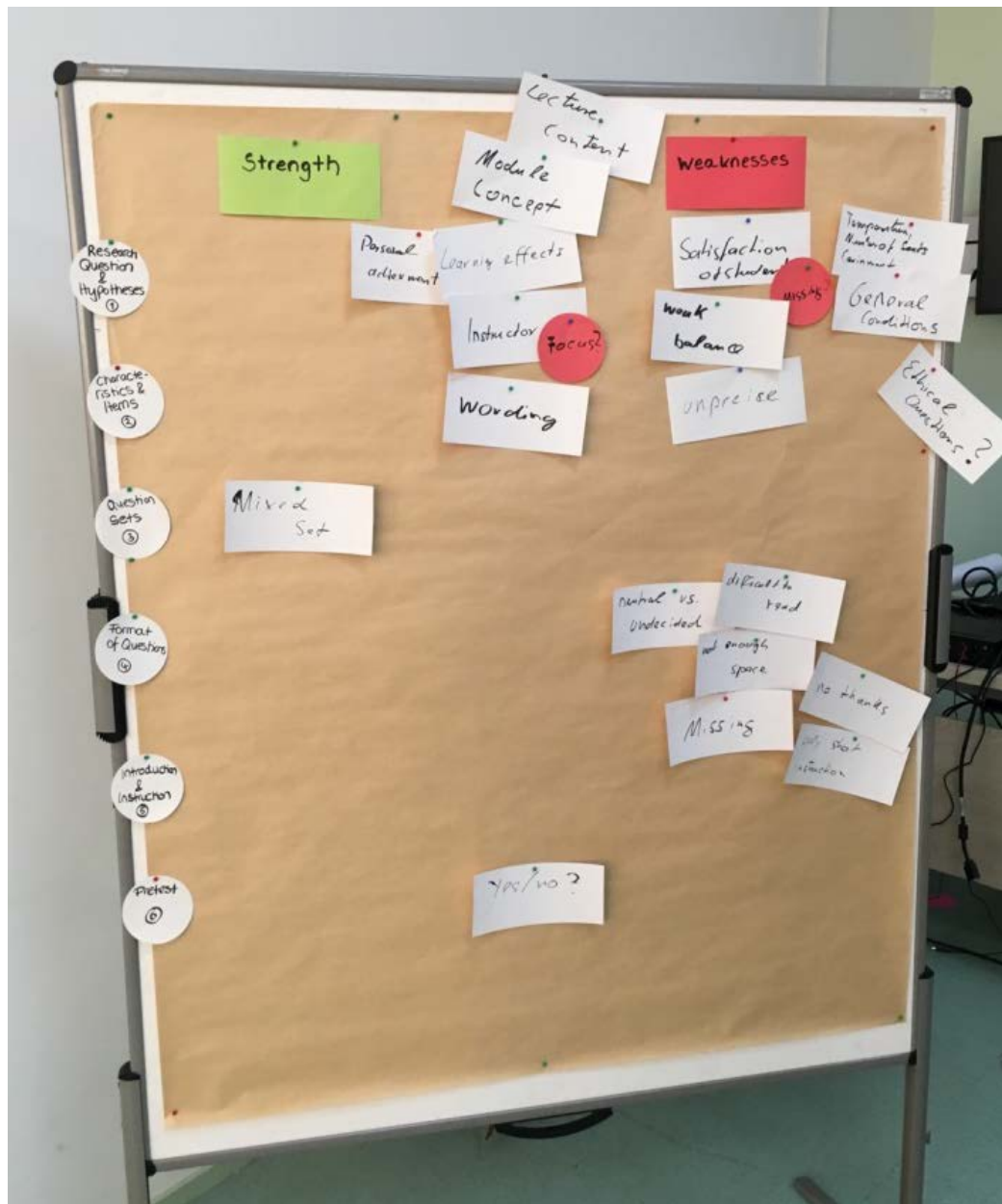
1. What did you like best about the module?
2. What did you like least about the module?
3. What suggestions can you offer for improvement?
4. Any additional comments?

# Analysis of Teaching Evaluation GMIT

## Step 1

## SWOT - Results





## Step 2

### Redesign of Evaluation Sheet

- Define one research question and related hypotheses for GMIT (plenum)
- Split into groups and define related characteristics for one hypotheses(group work)
- Agreement on characteristics (plenum)
- Split into groups and define related items for the characteristics (group work)
- Agreement on Items and scales (plenum)
- Formulate fact questions and instructions (group work)
- Define a project plan for the project “Continuous improvement of the Teaching Evaluation” (Make use of the provided templates on the following slides)

## Step 2

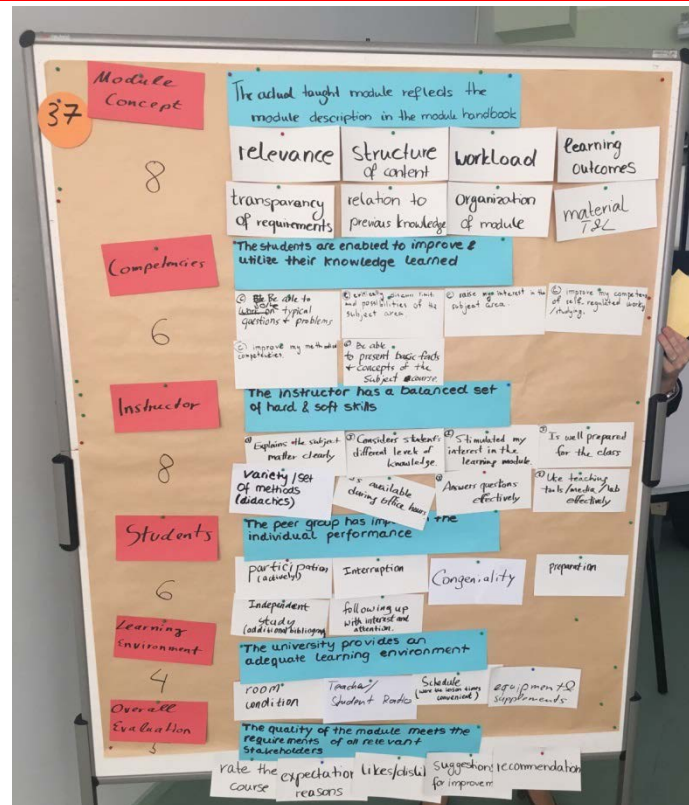
### Redesign – Resulting Research Question

***How was the quality of the module  $x$  in semester  $y$ ?***

# Analysis of Teaching Evaluation GMIT

## Step 2

## Redesign – Hypotheses, their definition and characteristics



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## Module Concept

The actual taught module reflects the module description in the module handbook

relevance	structure of content	workload	learning outcomes
transparency of requirements	relation to previous knowledge	organization of module	material T&L

The students are enabled to improve & utilize their knowledge learned

- ① Be able to solve on typical questions & problems
- ② critically discuss limit and possibilities of the subject area
- ③ raise my interest in the subject area
- ④ improve my competences of self-regulated working/studying
- ⑤ improve my methodical competencies
- ⑥ Be able to present basic facts & concepts of the subject course

## Competencies

6

## Instructor

8

The instructor has a balanced set of hard & soft skills

- ① Explains the subject matter clearly
- ② Considers student's different levels of knowledge
- ③ Stimulated my interest in the learning module
- ④ Is well prepared for the class
- ⑤ Variety / set of methods (didactics)
- ⑥ is available during office hours
- ⑦ Answers questions effectively
- ⑧ Use teaching tools/media/lab effectively

## Students

6

The peer group has improved the individual performance

participation (actively)	Interruption	Congeniality	preparation
Independent study (additional bibliography)	following up with interest and attention		

## Learning Environment

4

The university provides an adequate learning environment

room condition	Teacher/Student Ratio	Schedule (were the lesson times convenient)	equipment & supplements
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## Overall Evaluation

5

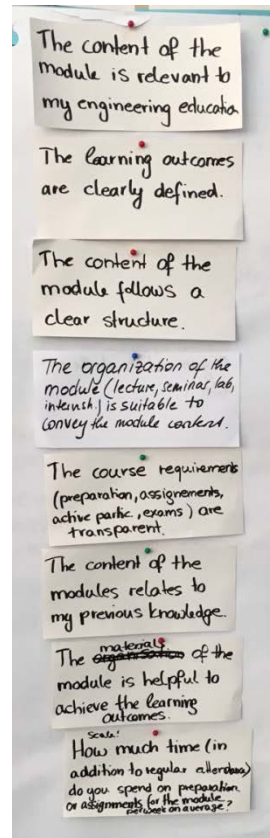
The quality of the module meets the requirements of all relevant stakeholders

- rate the course
- expectation reasons
- likes/dislikes
- suggestions/recommendation for improvement

# Analysis of Teaching Evaluation GMIT

## Step 2

### Redesign – Examples for Items of Hypothesis “Module concept”



The content of the module is relevant to my engineering education.

The learning outcomes are clearly defined.

The content of the module follows a clear structure.

The organization of the module (lecture, seminar, lab, internsh.) is suitable to convey the module content.

The course requirements (preparation, assignments, active partic., exams) are transparent.

The content of the modules relates to my previous knowledge.

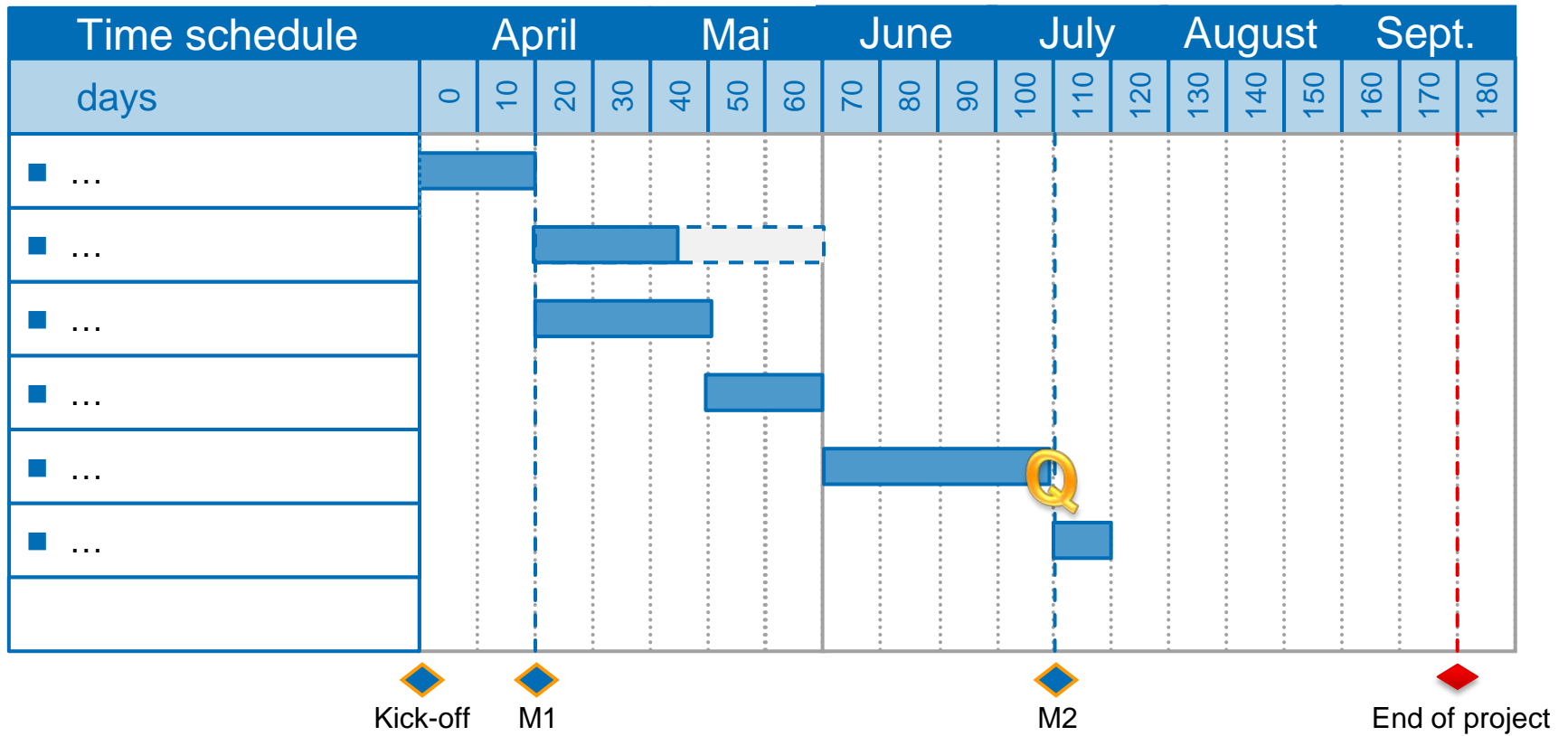
The ~~organization~~<sup>materials</sup> of the module is helpful to achieve the learning outcomes.

<sup>Scale:</sup>  
How much time (in addition to regular ~~afternoon~~) do you spend on preparation or assignments for the module <sup>per week on average?</sup>

# Analysis of Teaching Evaluation GMIT

## Step 3

# Project Plan



# Analysis of Teaching Evaluation GMIT

## Step 3

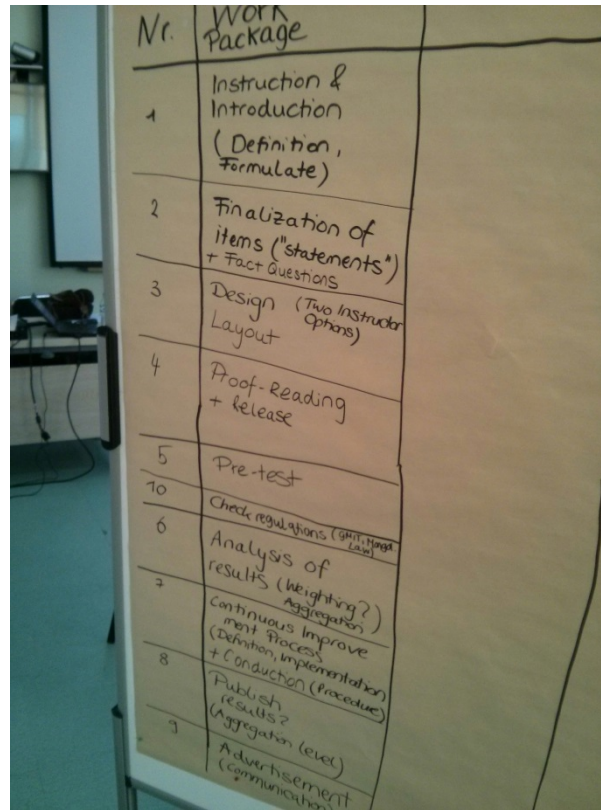
### Project Plan

Nr.	Work package	Responsible	Duration [days]	Direct predecessor
1				
2				
3				
4				
5				
6				

# Analysis of Teaching Evaluation GMIT

## Step 3

### Project Plan - Results



Nr.	Work Package
1	Instruction & Introduction (Definition, Formulate)
2	Finalization of items ("statements") + Fact Questions
3	Design (Two Instructor Layout Options)
4	Proof-reading + release
5	Pre-test
10	Check regulations (GMIT, Hoga Lohn)
6	Analysis of results (weighting?) Aggregation
7	Continuous Improvement Process (Definition, Implementation) + Conduction (Procedure)
8	Publish results? (Aggregation level)
9	Advertisement (communication)

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