

## EVALUATION OF LEARNING AND TEACHING PROCEDURES

<b>Approved</b>	Academic Board
<b>Approval Date(s) (from most recent)</b>	27/01/2017, 06/11/2012, 03/09/2012
<b>Date for Review (no more than five years from last approval)</b>	2022
<b>Responsible Officer</b>	Academic Director
<b>Author(s) and Role(s) from most recent</b>	P. Bolt (Academic Director); N. Holm (former Director of Coursework)
<b>Related Documents (explicitly cross-referenced)</b>	Preparing and Presenting a Teaching Portfolio – Philosophy, Practice, Presentation (NTEU)
<b>Higher Education Standards (2021)</b>	5.3
<b>National Code (2018) (if directly relevant)</b>	

### PURPOSE

Student Feedback plays an increasingly significant role in both quality improvement and quality assurance in Australian Higher Education. The Higher Education Standards 2015, requires that student feedback forms a significant part of the evaluation of learning and teaching:

#### 5.3 Monitoring, Review and Improvement

5. All **students** have opportunities to provide **feedback** on their educational experiences and student feedback informs institutional monitoring, review and improvement activities.
6. All teachers and supervisors have opportunities to **review feedback** on their teaching and research supervision and are supported in enhancing these activities.
7. The results of regular interim monitoring, comprehensive reviews, external referencing and **student feedback** are used to mitigate future risks to the quality of the education provided and to guide and evaluate improvements, including the use of data on student progress and success to inform admission criteria and approaches to course design, teaching, supervision, learning and academic support.

Fundamental to the achievement of its Mission, the Sydney College of Divinity values excellence of scholarship, which underpins all of its educational programs. The achievement and maintenance of quality learning and teaching is an integral component of this philosophy. The commitment to maintaining high academic standards must be sustained by quality learning and teaching.

To ensure the provision of a quality educational experience for the students, teaching staff must be committed, well-prepared, expert in their Discipline, and willing to review, reflect upon and improve the programs and course units they teach.

These procedures on the Evaluation of Learning and Teaching describe the manner in which the evaluation of the quality of course units offered each semester and the quality of the teaching in the delivery of these units should be administered..

## PROCEDURES

### Student Feedback Survey

On the last day of class of each teaching period or close to that date the teacher-in-charge of each unit will distribute copies of the student feedback survey to all students in the class. Completed surveys may be returned to the teacher-in-charge or to another authorised officer within the Teaching Body.

## STUDENT FEEDBACK SURVEY SEMESTER X 20XX

<b>Unit Code and Title:</b>
<b>Lecturer:</b>

### Quality of Unit

Scale: 5=Strongly Agree; 4=Agree; 3=Neutral; 2=Disagree; 1=Strongly Disagree

1.	Unit content was consistent with the stated unit outline outcomes/objectives:	
2.	The relevance of this unit to my course was clear:	
3.	Learning materials provided for this unit helped me to engage in learning:	
4.	The organisation & depth of unit content was appropriate for my current learning needs:	
5.	Assessments in this unit helped me learn:	
6.	There were clear guidelines for all assessment tasks in this unit.	
7.	Comments and feedback from assessment tasks helped me to learn:	
8.	This unit has helped me develop my skills in critical thinking, analysing, and problem solving:	
9.	The content, assessment, and intellectual demand of this unit were appropriate to the level of study:	
10.	This unit helped me understand, clarify, and express my own values, beliefs, and faith:	

Scale: 5=Extremely Satisfied; 4=Satisfied; 3=Neutral; 2=Dissatisfied; 1=Extremely Dissatisfied

11.	Overall, how would you rate the learning experience in this unit?	
12.	Overall, how satisfied are you with the unit?	
13.	Overall, how satisfied are you that this unit equipped you for ministry (lay or professional) in a rapidly changing environment?	
14.	Overall, how satisfied are you that this unit was helpful for your spiritual development?	
15.	How likely is it that you would recommend this unit to other students? (Scale: 5=Highly likely; 1=Highly unlikely)	
What were the best aspects of this unit?		
What aspects of this unit need improving?		

### Quality of Teaching

Scale: 5=Strongly Agree; 4=Agree; 3=Neutral; 2=Disagree; 1=Strongly Disagree

16.	Lecturer encouraged interaction and collaborative learning:	
17.	Lecturer demonstrated thorough knowledge of the subject area:	
18.	Lecturer selected texts and readings that were relevant and up to date:	
19.	Lecturer provided timely and constructive feedback on my assessment tasks:	
20.	Lecturer provided clear and appropriate answers to student questions:	
21.	Lecturer encouraged student participation and questions:	
22.	Lecturer gave me a solid foundation for further studies:	
23.	Lecturer used effective teaching aids, media & information technology where appropriate:	
24.	Lecturer was available for consultation and individual help where needed:	
25.	Lecturer was willing to discuss contrary views.	
26.	Lecturer organised learning activities that helped me to develop ability to work as a team member:	

Scale: 5=Extremely Satisfied; 4=Satisfied; 3=Neutral; 2=Dissatisfied; 1=Extremely Dissatisfied

27.	Overall, the Lecturer was highly effective in facilitating my learning:	
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28.	Overall, how satisfied are you with the teaching in this unit?	
29.	How likely is it that you would recommend this lecturer for an excellence in teaching award? ( <i>Scale: 5=Highly likely; 1=Highly unlikely</i> )	
In your view, what were the major strengths of this lecturer this semester?		
In your view, what aspects of teaching could this lecturer improve?		

## Analysis of Student Feedback Survey

The Principal of each Teaching Body will appoint an officer to compile the data from the surveys.

The officer will provide the Principal with

- 1) an aggregated report for each teacher for each course unit taught.
- 2) an aggregated report for the Teaching Body as a whole. This report will be in the format of the following sample report:

## SAMPLE REPORT ON STUDENT FEEDBACK SURVEY 2011 SEMESTER 2

### Teaching Body:

*Sample Teaching Body* surveyed 100 students. Ninety five students (95%) returned the survey.

The combined results for *Sample Member Institution* as a whole indicate that the most positive responses were to the following questions:

1. *Unit content was consistent with the stated unit outline outcomes/ objectives* [95 students = Strongly Agree]
2. *The relevance of this unit to my course was clear* [92 students = Strongly Agree]
3. *Learning materials provided for this unit helped me to engage in learning* [89 students = Strongly Agree]

The combined results for *Sample Member Institution* as a whole indicate that improvements are possible in regard to the following matters:

7. *Comments and feedback from assessment tasks helped me to learn.* [93 students = Strongly Disagree]
18. *Selected texts and readings that were relevant and up to date.* [90 students = Strongly Disagree]
19. *Provided timely and constructive feedback on my assessment tasks.* [85 students = Strongly Disagree]

The following revealing themes emerged in the analysis of the open comments:

- *More feedback, participation, interaction, sharing from students*
- *More variety beyond chalk and talk and including group work*
- *Please provide lecture notes*
- *The unit was very practical, good engagement with ministry issues*
- *Very effective use of online discussions*

Question Number	1	2	3	4	5	6	7	8	9	10
Number of students who responded with 4 or 5										
Number of students who responded with 1 or 2										
Question Number	11	12	13	14	15	16	17	18	19	20
Number of students who responded with 4 or 5										
Number of students who responded with 1 or 2										
Question Number	21	22	23	24	25	26	27	28	29	Total
Number of students who responded with 4 or 5										
Number of students who responded with 1 or 2										

The Principal will forward the aggregated report for the Teaching Body as a whole to the Academic Director.

The Academic Director will aggregate reports from all Teaching Bodies into a report on the SCD as a whole. This report will be presented to the Coursework Committee. The Coursework Committee will report to Academic Board.

### Confidentiality

The delivery, analysis, and feedback of the student feedback surveys will be conducted in a manner that ensures that results of individual evaluations remain confidential.

### Teacher Self-reflection and Analysis and Peer Review

Teaching staff are encouraged to maintain a teaching portfolio and to engage in peer review.

A teaching portfolio demonstrates teachers' commitment, major accomplishments, strengths and personal reflections in teaching.

Although there is no set format, a teaching portfolio will normally include

- A statement that outlines teaching philosophy, practice, performance and reflections.
- A compilation of relevant material that supports the statement in (a).

The National Tertiary Education Union has produced a useful guide: ***Preparing and Presenting a Teaching Portfolio – Philosophy, Practice and Performance.***

[http://issuu.com/nteu/docs/teaching\\_portfolio](http://issuu.com/nteu/docs/teaching_portfolio)