TEACHING, LEARNING & EVALUATION POLICY SUITE

Dr. Steven Dew (Provost and Vice-President (Academic))
Dr. Wendy Rodgers (Deputy Provost)
Dr. John Nychka (Vice-Provost (Learning Initiatives))
The New Approach - transitioning from GFC 111

• Moving from a concept of student “evaluation” or “instructor rating” to one reflective of student perspectives and experience of teaching

• Language updated to reflect recent and past consultations, e.g. the Framework for Effective Teaching which delineates factors within, and outside of, the instructor’s control

• Focus on multifaceted evaluation of teaching, with future document to expand on methods

• Strong encouragement for inclusion of additional questions as well as midterm and other surveys

• Identify and address biases within survey process
Update on the Policy and Procedure Draft

Incorporating Changes - through Student and Instructor Town Halls, directed feedback to tleinput@ualberta.ca, AASUA consultation, Governance meetings

• To increase response rate - lengthening survey window to 2 weeks, confirmation of in class time to complete SPOT survey and instructors encouraged to talk about how input helps them and/or the course
• References to freedom of expression, bias awareness, and civility and respect
• Clarity on access, distribution and use of survey results

Changes not made or suggestions for future consideration and discussion

• Decrease the percentage to 10 from 20% for the course responsibility for SPOT survey inclusion - this would result in an unacceptable increase in the number of questions students would answer - perhaps an alternative survey tool could be developed in the future.
• Could the number of students be lower than 10 where SPOT survey is used, why not 5 or 7 - statistically, less than 10 is not viable
Developing the Appendix A “SPOT” Survey

- Summer 2021: Advisory Working Group assembled representing teaching staff, and including Students’ Union and GSA
- Tasked with creating draft new ubiquitous questions that transcend specific course content
- September 2021: Work and development on survey transitioned to GFC’s Committee on the Learning Environment
Update on Development of Appendix A | SPOT Survey

Building a New Survey

• In addition to the project’s overall key considerations, survey is informed by consultation input, like:
  • Supporting survey feedback that is timely, specific and actionable
  • Asking questions mindful of knowledge, skills, and experiential learning - and the diversity of courses
  • Using language that makes sense to students
  • Including a prefacing Statement of Purpose to communicate intent of survey, as well as highlight importance of respect and civility in feedback
  • Asking questions reflective of 1st-person student experience
Draft Survey Preview

• Draft questions are arranged in the following groupings:
  • **Respect & Inclusivity**
  • **Learning Experience** *(concepts, activities, resources, relevance)*
  • **Course Design & Management** *(structure, expectations, feedback, access to instructor)*
  • **Assignments & Assessments** *(alignment to course objectives)*
  • **Student Self-Supported Learning** *(learning engagement)*

• Draft incorporates of a comment field for each question compared to current model’s single open field

• Currently 19 draft questions which we plan to pare down through piloting, testing, and question validation.

• **Draft is in progress**, with CLE engaged in continued review and discussion in December
Next Steps

Policy & Procedure Suite:
• CLE to prepare final policy suite draft at their December 1 meeting
• Winter - Spring 2022 | Eventual approvals through governance and rescission of GFC Policy Manual Section 111

Appendix A:
• ✔ complete - December 1 CLE meeting: discussion on draft to date

• Appropriate consultation, editing, planning survey pilot for Spring/Summer, validation

• Consult on how we can make improvements
We Want to Hear from You!

- Please share your feedback and thoughts on the draft Policy and Procedure - tleinput@ualberta.ca

- Do you feel that the draft policy and procedure are reflective of the perspectives and considerations shared? If not, how do you think this could be better captured?
Thank you for your feedback!

tleinput@ualberta.ca