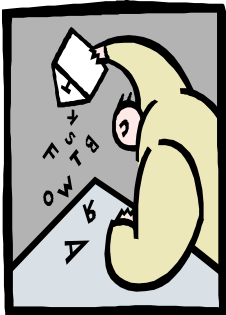


Discipline-based Values in Teaching Evaluations



“Any faculty evaluation rests on values or a set of values”

There are at least three primary definitions of teaching: one sees teaching as an interaction that provides students with an “opportunity” to learn; another sees teaching as “enabling” students to learn; and a third sees teaching as “causing” a student to learn. Each perspective raises corresponding approaches to the evaluation of teaching.

In the first case, the ability of a teacher to share content expertise through lectures, seminars, and consultations provides evidence of good teaching—the primary roles are scholar, a knowledge resource, and, ideally, a mentor. Teaching as “enabler” still gives students primary responsibility for

learning, but the teacher must be a facilitator of knowledge and a creator of the best learning environment. In the final case, the teacher has primary responsibility for student learning—evidence of a good teacher could be verified simply by student tests: high scores indicate *ipso facto*, good teaching.

These are not the only ways to define teaching, nor are these the only components—but if we begin with these perspectives as a partially right, partially wrong, and integrate them into a coherent whole, we might get a more useful definition that could help us evaluate teaching more meaningfully.

Teaching involves interacting with students by 1) providing opportu-

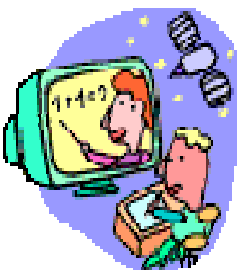
nities to learn, 2) creating conditions to facilitate learning, and 3) using techniques and methods that improve learning. Three broad interactive dimensions of teaching might then include: content expertise, instructional delivery skills, and instructional design skills.

Teachers must know the subject, present the subject so that students are encouraged to learn, and design experiences and activities that facilitate learning and active student engagement. Of course, in a university, teachers must also manage the course: grades, attendance, office hours, etc..

Any evaluation rests upon implicitly assumed values or set of values.

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Experiential Ed @ Purdue University Calumet!



Purdue University Calumet has been awarded a \$1.7 million Title III grant for faculty development and experiential education!

An experiential learning task force, which has been working on several initiatives, will be hosting presentations and workshops shortly. The October 2 Faculty Club

Luncheon featured Dr. Karen Roloff, President of the National Society for Experiential Education, who provided us with national “Standards of Practice: Eight Principles of Good Practice for All Experiential Learning Activities.” In brief these eight include: 1) Intention—why experience is applied to learning and

what is the intended result; 2) planning—from intent, to objectives, to activities; 3) authenticity—real world context and use; 4) reflection—an integral part of making the process educational; 5) training—facilitator, learners, organizational partners, all must know each other, the context, and the environment;

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2006
Faculty Club
Luncheons

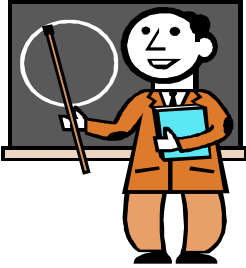
12:30 Mondays
Room with a View

Monday, October 30
**Literacy and Learning:
Math, English, Computers,
Health, Media?**
A panel discussion with
expert faculty in literacy for
the future...

Monday, November 27
**Multiculturalism & Student
Learning: Implications for
Teaching and Assessment**
Dr. Victor Borden, Indiana
University-Purdue University
Indianapolis, author of 50
articles and book chapters
on student progress, pro-
gram assessment, and
cultural differences in
teaching and learning.

**RESERVATIONS
for all CIE events @
www.calumet.
purdue.edu/cie**

“Any evaluation system must provide meaningful information for faculty growth and development”



On-line Journals:

Journal of Scholarship of Teaching and Learning

<http://titans.iusb.edu/josotl/>

Inventio

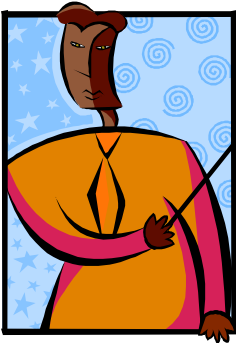
www.doiit.gmu.edu/inventio/

MountainRise:

<http://mountainrise.wcu.edu/>

Networks:

<http://education.ucsc.edu/faculty/gwells/networks/>



CIE website:
www.calumet.purdue.edu/cie

Comments to:
artz@calumet.purdue.edu

> Evaluation

In an evaluation, an observation is made of the performance which is valued and a judgment is made as to whether the performance conforms to the values. The evaluation may be expressed linguistically (excellent, very good, good, ...) or as a numerical equivalent to words (4=excellent, 3=very good, etc. ...). In either case, the evaluation process implies the existence of a contextual system and structure of values associated with the char-

acteristics or performances being considered. In short, the value-system comes first. Faculty and departments must decide what they value in teaching, describe those values, and express them with clarity, consistency, and transparency.

A successful faculty evaluation system must provide 1) meaningful information for faculty growth and development and 2) evaluative information useful for personnel decisions. Detailed information (from questionnaires, surveys,

reviews) should be given exclusively to faculty members for professional development; aggregate data summarizing and reflecting the overall pattern of performance should be used for promotion, tenure, and merit pay. Hence, the need to have a comprehensive evaluation system that expresses both departmental teaching values and agreed upon university-wide understandings on the components and measures of those values.

(Adapted from Arreola, R. (2000). *Developing a Comprehensive Faculty Evaluation System*. 2nd ed.)

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In the coming weeks, as departments discuss how perspectives and values in teaching can be expressed in a comprehensive, observable way, you may want to reference the faculty evaluation system that was presented to 190 faculty in late August. *Developing a Comprehensive Faculty Evaluation System*, by Raoul Arreola, which includes an extensive bibliography, is available from 15 department heads and the Center for Instructional Excellence. CIE can also provide names and referrals to universities and colleges using similar systems.

Email requests & comments to artz@calumet.purdue.edu.

>Experiential Ed

6) Monitoring—observing progress towards intentions and objectives to make improvements; 7) Assessment & Evaluation—processes and outcomes should be documented to determine if intentions were met; 8) acknowledgement—all parties should be included in recognizing progress and accomplishments to sustain the experience.

Find more on these principles and other information on experiential learning at: http://www.nsee.org/about_us.htm

RECOMMENDED READING:

Combining Service and Learning: A Resource Book for Community and Public Service

3 volumes. Edited by Jane Kendall

Volume I. Principles of good practice; rationales; theories; research; public policy and institutional issues plus strategies for gaining support; education for civic and social responsibility, cross-cultural awareness, and intellectual, moral, ethical, career and leadership development. 693 pp., ISBN 0-536-01239-3

Volume II. Practical issues and ideas for programs and courses—integration into the curriculum, recruitment, orientation, supervision, evaluation, school/community relations, legal issues, monitoring and assessing both service and learning outcomes. 528 pp., ISBN 0-536-01240-7

Volume III. An annotated bibliography of the literature of the past three decades. Edited by Janet Luce with Jennifer Anderson, Jane Permaul, Rob Shumer, Timothy Stanton, and Sally Migliore. 81 pp., ISBN 0-536-01241-5

Published by National Society for Experiential Education.
Order on-line at: http://www.nsee.org/pub_sale.htm

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George Hong/Terri Szot-Chance, CLO 176, 989-3264
Center for Instructional Excellence (CIE):
Lee Artz, 989-2393