

## JUST-IN-TIME TEACHING: Evaluating your teaching

**SCOPE:** this guide is for you if you want to know how to evaluate a single learning event, such as one episode of clinical teaching or a tutorial, though similar principles apply to other situations, such as the evaluation of a whole course or programme.

### TOP TIPS:

**Top tip 1: Decide why you are evaluating your teaching**

**Top tip 2: Make evaluation part of the session design process**

**Top tip 3: Choose an appropriate level of evaluation**

**Top tip 4: Create questions that align with your level of evaluation**

**Top tip 5: Select an appropriate method of evaluation**

**Top tip 6: Decide how you will respond to the results of the evaluation**

**Top tip 7: Think about how you might use the data you gather**

**Top tip 8: Consider asking a peer to observe your teaching**

### Top Tip 1: Decide why you are evaluating your teaching

There are lots of reasons for evaluating our teaching, so ask yourself, 'Why am I doing this?' An honest answer might be, 'To collect evidence of teaching for my portfolio', but try to think further than this. Some simple reasons for evaluating include: to judge ourselves as a teacher, ('How well did I do?'); to judge whether we did justice to the content, ('How well did I cover the subject matter?'); or to ascertain what the students learned, ('What impact did the session have on my learners?'). Decide what it is that you really want to find out.

### Top Tip 2: Make evaluation part of the session design process

Evaluation should not be an afterthought. It should be part of the session design process and incorporated into a session plan, usually in the 'close'. For a description of session planning, please refer to the other guides in this series: 'Planning and facilitating a tutorial'; 'Planning and facilitating a lecture'; 'Planning and facilitating workplace teaching'.

### Top Tip 3: Choose an appropriate level of evaluation

A basic framework for measuring the effectiveness of training programmes was proposed by Donald Kirkpatrick, (Kirkpatrick, 1998). The model had four levels:

<b>Level 1: REACTION</b>	Did the learners enjoy their training? (engagement, satisfaction, relevance)
<b>Level 2: LEARNING</b>	Did the learners learn what you intended them to learn? (knowledge, skills, attitude, confidence, commitment)
<b>Level 3: BEHAVIOUR</b>	Will the learners apply their learning to their practice?
<b>Level 4: RESULTS</b>	To what degree will organisational outcomes occur as a result of the training?

Most medical teachers evaluate their teaching at Levels 1 and 2 since this is usually straightforward, (Yardley and Dornan, 2012). It is best to evaluate at the highest level you can, although Level 4 is challenging: in healthcare, it would probably require you to show the degree to which your teaching had translated into improvements in patient care.

### Top Tip 4: Create questions that align with your level of evaluation

Examples are given below. This is not an exhaustive list.

<b>Level 1: REACTION</b>	‘Was the session enjoyable?’; ‘Did the session feel relevant to you?’ ‘How confident did you feel before (and after) the session?’  Likert scales could be used for these.
<b>Level 2: LEARNING</b>	‘Write down two things you learned in this session’ ‘Write down one thing that puzzles you’  These are Classroom Assessment Techniques, (Angelo and Cross 1993).
<b>Level 3: BEHAVIOUR</b>	‘Write down two things you will apply to your practice’  This question elicits learners’ intentions. Evidence of behaviour change may require the teacher to observe the learner, but this may be difficult.
<b>Level 4: RESULTS</b>	Questions would need to show the relationship between your teaching and organisational outcomes. This is difficult to achieve in practice.

### **Top Tip 5: Select an appropriate method of evaluation**

Once you have chosen which level(s) of evaluation you are aiming for and written questions you need to decide how to distribute these and gather the data.

Paper evaluation forms are suitable in some circumstances, as are post-it notes for quick 'exit activities', (eg 'Write down two things you learned on one post-it note and one thing that puzzles you on another post-it note, then stick them on the A1 sheets on the wall').

Electronic evaluation, accessed by QR code, is popular. Medical Education Feedback ([MeFB](#)) is a free, online platform, designed by colleagues in South East Scotland. It has question banks for lectures, tutorials, simulation-based education and ad-hoc clinical teaching.

### **Top Tip 6: Decide how you will respond to the results of the evaluation**

Teaching evaluation data is valuable. You will always learn something from it, even if it is that you need to ask better questions next time. If feedback surprises (or even upsets) you, try to maintain an open mind and be curious about your learners' perspectives. You do not necessarily need to change your teaching in response to an individual piece of feedback.

### **Top Tip 7: Think about how you might use the data you gather**

If you think you might wish to publish the data, you may need ethics approval in advance. If you are unsure, contact your local ethics committee. Routine evaluation of teaching for the purposes of personal development does not usually require ethics approval.

### **Top Tip 8: Consider asking a peer to observe your teaching**

Peer observation of teaching (POT) can be useful, so consider asking a colleague to observe you. When same-discipline colleagues observe one another, they may be tempted to focus on the subject matter so remind your colleague to focus on the teaching itself. POT should help both parties so the observer should identify what they have learned too.

**SUMMARY:** Evaluation can help you develop as a teacher, enhance your learners' experiences and contributes to quality assurance. Be clear about why you are evaluating, consider Kirkpatrick's Levels and write questions aligned with these. Choose a format: Medical Education Feedback ([MeFB](#)) is a good online tool. Maintain an open mind when reading the feedback: there is always something to learn. Peer observation can be helpful.

**WHERE NEXT?** This resource has been developed by the [Clinical Educator Programme](#) (CEP) in collaboration with NHS Lothian's Medical Education Directorate (MED). The CEP is a free CPD programme for clinical educators in SE Scotland. For more on the themes discussed



here, you may like to register for the CEP Planning and Evaluating Your Teaching course.

## REFERENCES:

Angelo, T. A. and Cross, K. P. (1993). **Classroom Assessment Techniques**. San Francisco: Jossey-Bass.

Kirkpatrick, D. L. (1998). **Evaluating Training Programmes: the four levels**. (2<sup>nd</sup> edition). San Francisco, CA: Berrett-Koehler.

Yardley, S., and Dornan, T. (2012). **Kirkpatrick's levels and education "evidence."** In Medical Education (Vol. 46, Issue 1, pp. 97-106). <https://doi.org/10.1111/j.1365-2923.2011.04076.x>