

Docentia

programma

Improvement
Assessment
Teaching

General model

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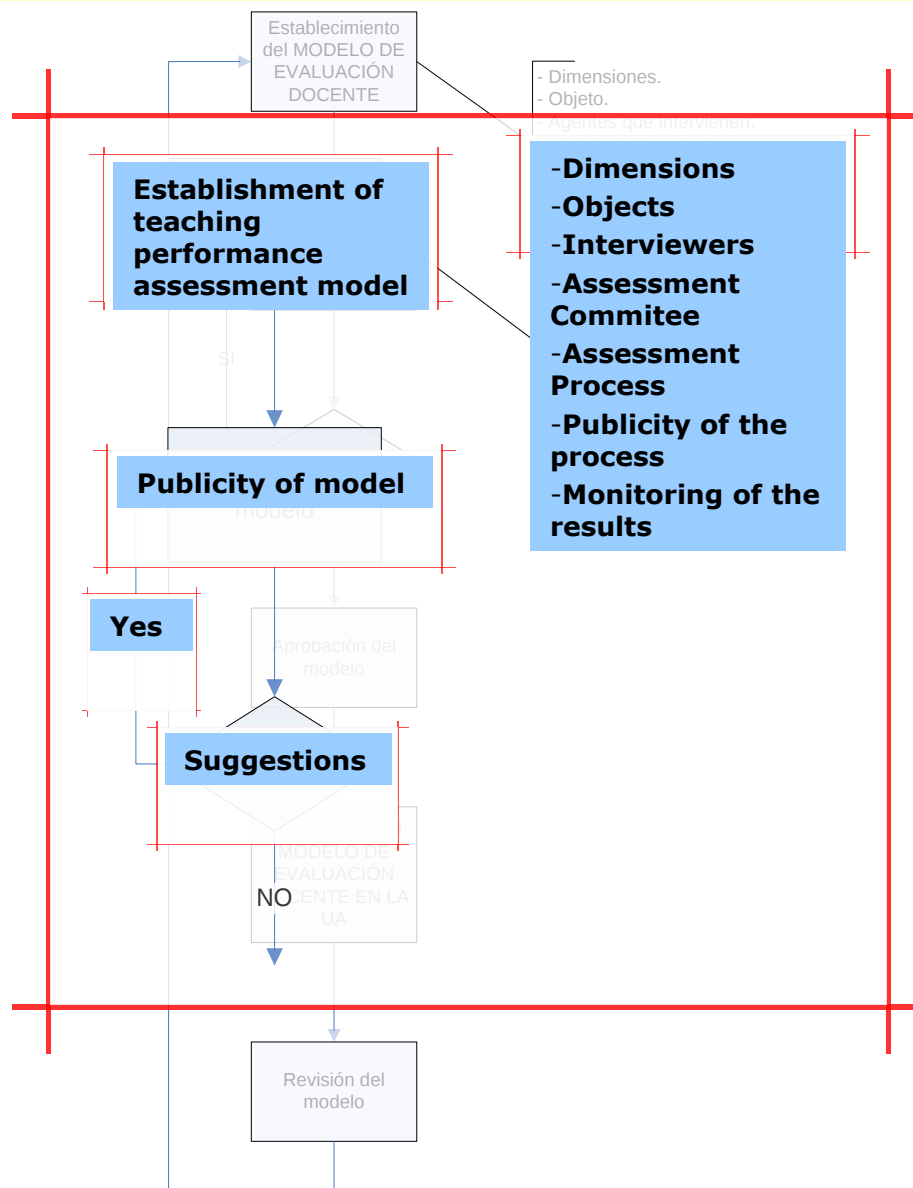
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dimensiones y criterios

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<i>DIMENSIONS</i>	<i>ELEMENTS</i>	
I. Planification of teaching	1. Teaching Organisation and coordination	Organisational models
		Coordination with other teaching actions
	2. Teaching and learning planning	Learning outcomes expected
		Learning activities planned
II. Teaching Development	3. Development of teaching and evaluation of learning	Criteria and methods of evaluation
		Materials and courses for improvements
		Teaching activities and learning evaluation
		Procedures of applied evaluation
III. RESULTS	4. Results in terms of training goals	
	5. Review and improvement of the teaching profession: training and innovation	

Scale of valuation (not adequate, just adequate, satisfactory & very satisfactory)

Adequacy & efficiency in I & II.

Satisfaction & orientation towards improvements in III.



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- @ Compulsory assessment of teaching activity
- @ Orientation towards improvement
- @ Aspects to assess:
 - Educational planning
 - Teaching development
 - Results

Scope of application

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- @ In general, all teaching staff at degree and postgraduate degree with 5 years of teaching performance
- @ On a voluntary basis, those who request it for promotion, accreditation, improvements
- @ **Experimental phase (2008)**: those professors who have 5 or 10 years of experience – except associates -

Involved parties

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- @ Faculty
- @ Academic staff
- @ Students
- @ Assessment committee
- @ Commission
- @ Technical Unit of Quality (UTC)
 - Technical and support element
 - Testing of evidence
- @ Institute of the Science of Education (ICE)
 - Guide for teachers and assessors
 - Designing and implementing plans to improve teaching
- @ Vice President for Quality – Secretariat of Quality
 - Interaction and coordination. Following-up of results

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Setting up Assessment committees for each center

② Composition of the committee

- Two assessors from the centre itself
- An assessor from UA, external to the centre
- Two external assessors, from outside UA

② Criteria of selection of members

- Teaching experience
- Experience in evaluating teaching
- Teacher training
- Research teaching

② Renewal of the commission

- Every 4 years

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Establishment of a Guarantee Committees

Composition of the commission

- 7 members elected by the Council of Governor
- Selection criteria similar to the previous commission, based on teaching and evaluating experience

Assessment Proceedings

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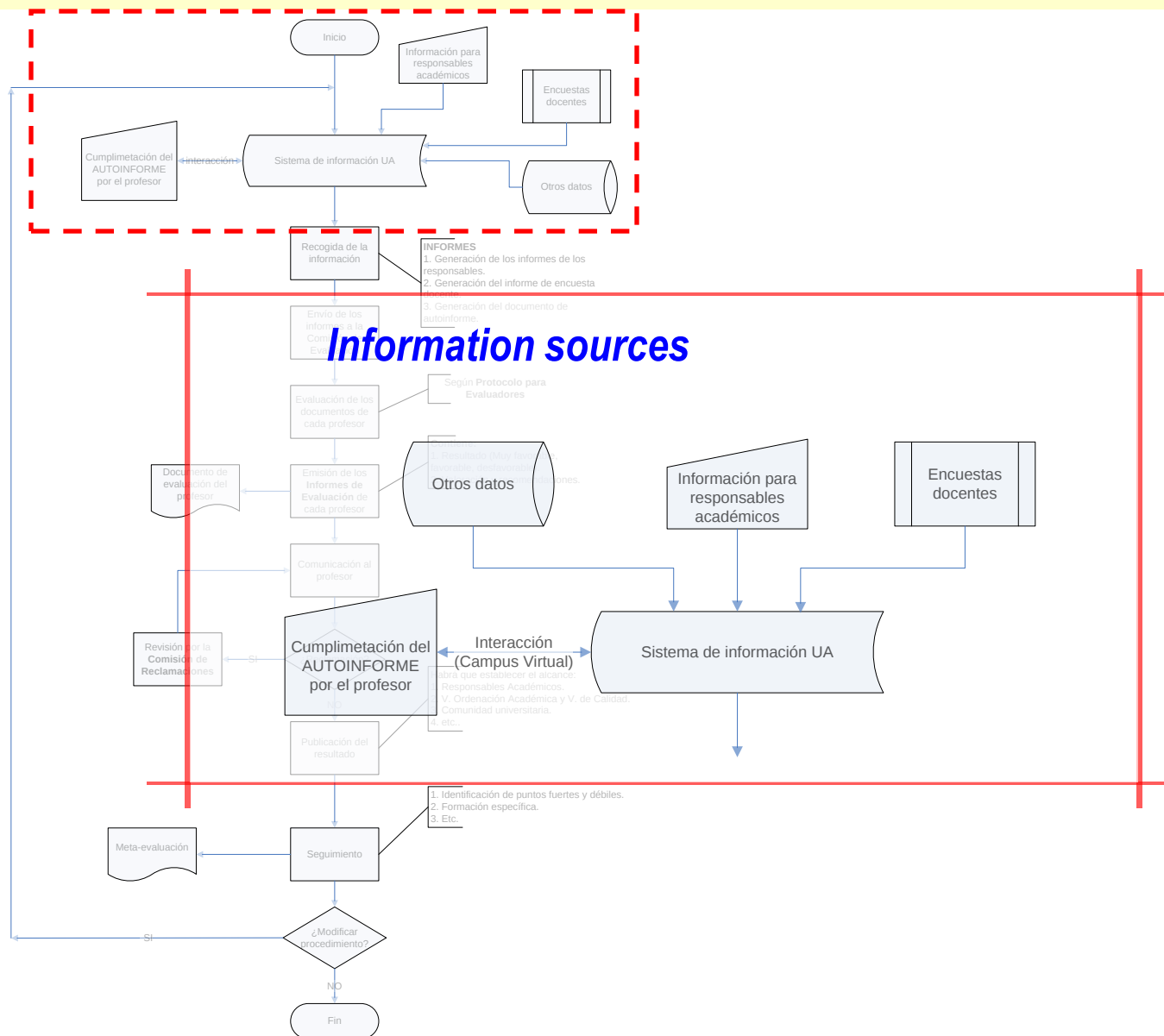
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Information sources (1): SELF-REPORTING

Establishment of 3 types of self-reporting

@ Initiation

- Until 5 years of teacher and assistant experience

@ Consolidation

- Between 6 and 25 years of teaching experience (except assistants)

@ Senior

- More than 25 years of teaching experience

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Information sources (1): SELF-REPORTING

1.- DESIGN OF THE TEACHING

1.1 *Conditions and context of teaching*

(preparation process of the materials, design of the objectives, learning activities, according to the characteristics of the students, etc.)

1.2 *Coordination in the teaching design*

(coordination and cooperation achieved between professors, alumnis, committees, etc.)

1.3 *Management of the teaching design*

(selection and integration of the materials, etc.)

1.4 *Design of the teaching programme*

1.5 *Valuation synthesis*

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Information sources (1): SELF-REPORTING

2.- TEACHING AND ASSISTANT PERFORMANCE

2.1 *Methodologies and strategies*

(interaction with the alumni, didactic strategies, mentoring teachers,...)

2.2 *Implementation of the planned design*

(compliance programme, design changes etc.)

2.3 *Fulfilment of the teaching duties*

(punctuality, organisation, etc.)

2.4 *assessment proceedings of the teaching*

2.5 *Valuation synthesis*

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Information sources (1): SELF-REPORTING

3.- RESULTS

3.1 *Poll on the rates of return, number of absentees, etc.*

3.2 *assessment of the survey results to the students*

3.3 *Justification of the format and timetable for revising the programmes*

3.4 *Valuation of involvement in educational networks, coordination and documentation of subjects*

3.5 *Valuation summaries and improvement proposals*

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Information sources (2): RESPONSABILITY REPORTING

TEACHING PLANNING

To rate the planning activities carried out by the teacher, considering aspects such as:

- ⌚ The **coordination** with other teaching activities (participation in committees and coordination meetings on teaching activities).
- ⌚ The **adequacy** of the proposals of the teachers to the directors of the departments or Centre.
- ⌚ The meeting deadlines established for the delivery of the plans.

- ☐ VERY INADEQUATE
- ☐ QUITE ADEQUATE
- ☐ SATISFACTORY
- ☐ VERY SATISFACTORY

Observations: (Open text and response)

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Information sources (2): RESPONSABILITY REPORTING

DEVELOPMENT OF THE TEACHING

To rate the development of teaching activities that are carried out by the professor, considering aspects such as:

Ⓢ **Incidents** identified in the development of teaching in the classroom, labs and workshops, in the development of practical classes/tutorials (unexcused absences, students' claims) as well as the development of the assessment process.

Ⓢ Congratulations, meritorious awards or assessments on the development of teaching.

- ☐ VERY INADEQUATE
- ☐ INADEQUATE
- ☐ SATISFACTORY
- ☐ VERY SATISFACTORY

Observations: (Free text and response)

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Information sources (2): RESPONSABILITY REPORTING

RESULTS

To rate the obtained results by the students in the teaching activities carried out by the professor, considering aspects such as:

Ⓢ **Academic results** obtained by the students (presence rates, students who have not passed the assignments/subjects, percentage of passes, remarkable, outstanding, other data).

Ⓢ **Satisfaction of students** in relation to the teaching activities that are done. Considering this for the results of the survey or similar procedures.

- ☐ VERY UNSATISFACTORY
- ☐ UNSATISFACTORY
- ☐ SATISFACTORY
- ☐ VERY SATISFACTORY

Observations: (Free text and response)

Assessment Proceedings

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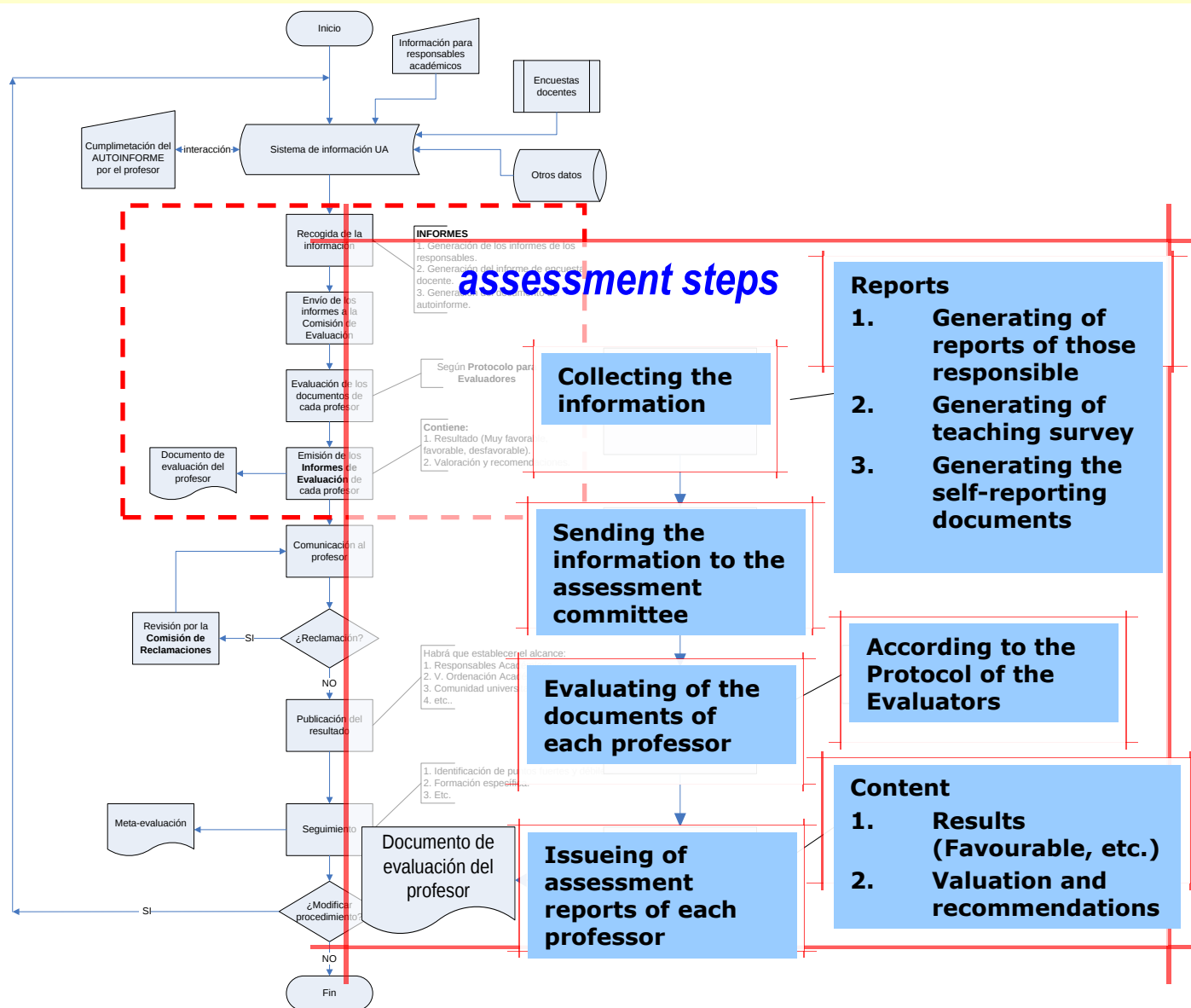
Sources of information (3): POLLING TEACHERS

(which we will look at later in this presentation)

Assessment Proceedings

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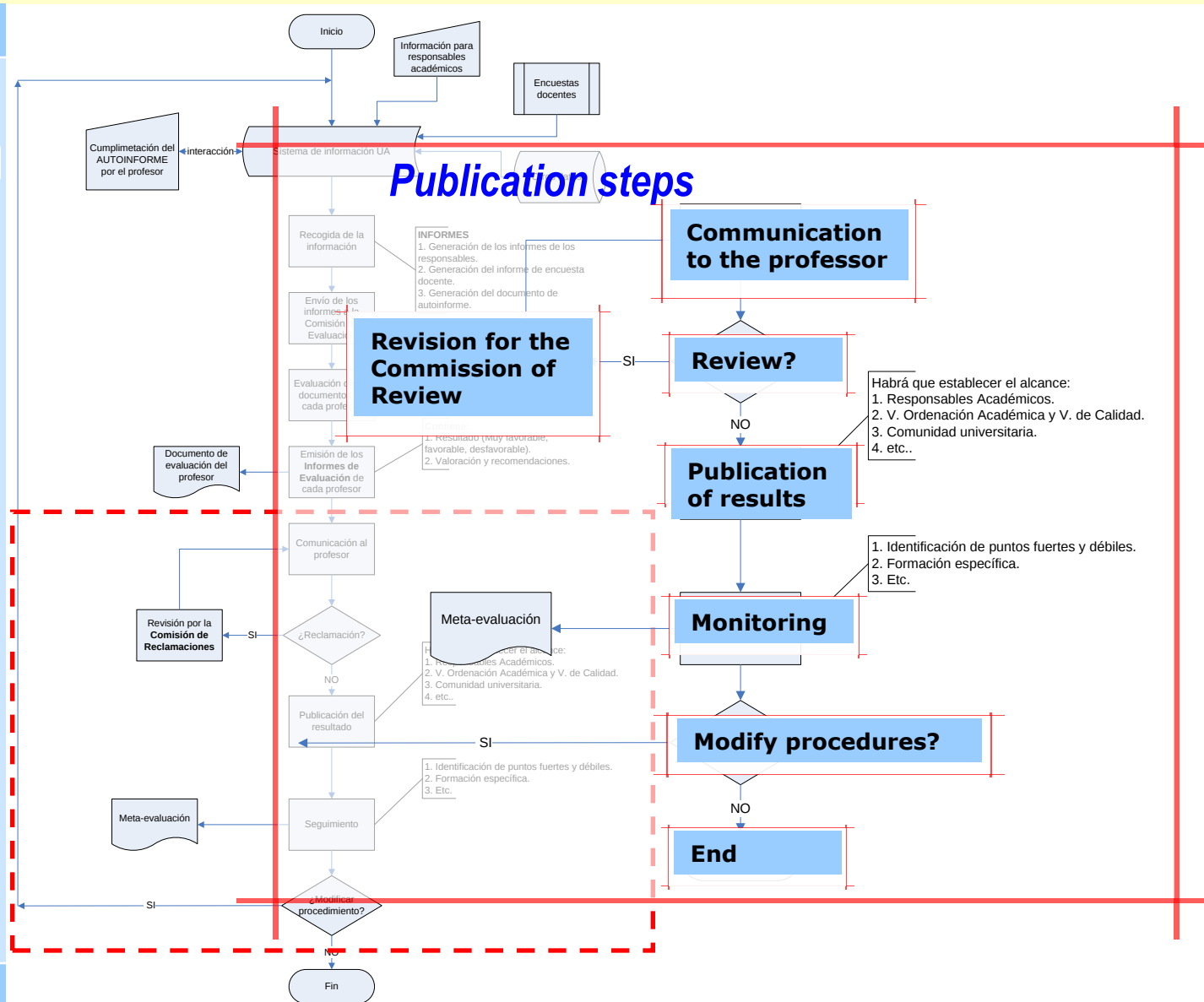
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assessment proceeding

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Suggestions and proposals

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Evolution of system (I)



Academic course 2003-2004

- *Except some centres, only voluntary and theory surveys*
- *Survey questionnaire of 26 questions (including punctuality, assessment, ...)*
- Proposes a new questionnaire for students and teachers
- Proposals are circulated through the Governing Council to the entire University community
- Accept and amend all the suggestions received
- Final approval in the Governing Board

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Evolution of system (II)



Academic courses 2004 – 2005

- Correcting certain aspects of the form
- Establishing the compulsory survey for all professors
- Only the practical workshops and the theory courses are surveyed
- Automating the process of reporting and linking to the Virtual Campus



Academic courses 2005 – 2006

- Detecting problems with the timetable-classroom and supporting the establishment of a protocol for site management
- Automating the planning of the survey
- Consolidating the compulsory nature of the survey

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Evolution of system (III)



Academic course 2006 – 2007

- The survey process extends to all practical groups
- Aggregate results are made of the results of the survey centre
- ANECA project, DOCENTIA programme

Suggestions and proposals

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tesurvey

Previous criticisms of the system

- Ⓢ The survey does not represent a real assessment of the teaching of the professors
- Ⓢ A separate questionnaire should exist by centre
- Ⓢ The students are lying/not present in class, not representative
- Ⓢ Median or average of results?
- Ⓢ Likert Scale insufficient
- Ⓢ Some question suggest excessive use of ICT
- Ⓢ The survey are not useful

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Previous criticisms of the system (and II)

- Ⓢ Certain issues are not dependent on the professors
- Ⓢ Ambiguous and/or redundant questions
- Ⓢ Questionnaire excessively long
- Ⓢ The implementation dates are not the most optimal
- Ⓢ Some professors are not surveyed
- Ⓢ Problems with the separation of theory and practical credits
- Ⓢ Too many surveys and students are tired of it

Suggestions and proposals

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Questionnaire suggested by ANECA



Likert Scale has 6 possibilities (UA: 5)



21 questions (UA: 20)



Questions (*related to the assessor's manual*):

1. The information provided by the professor on teaching (objectives, activities, literature, criteria and assessment system, etc.) (Qn. 18 of the UA) is useful and easy to find.
2. The tasks envisaged (theories, practicals, individual/group work, etc.) are related to what the professor wants to cover in his lesson. (Qn. 4 of the UA)
3. In developing this educational activity, there are neither overlaps with the contents of other activities nor unnecessary duplication.
4. The theoretical and practical tasks envisaged in the programme have been well coordinated. (Qns. 16 & 4 of the UA)
5. The commitment that this teaching activity requires is proportionate.
6. The credits assigned to teaching are proportionate to that envisaged in the programme.
7. The professor adjusts the programme according to the level of prior-knowledge of students. (Qn. 12 and 13 of the UA)

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Questionnaire suggested by ANECA



Questions (II):

8. The professor prepare, organises and structure the activities and tasks that are implemented in the class (Qn 2 of UA)
9. The professor explains with clarity and highlights the important contents of the teaching activities. (Qn 2 and 5 of UA)
10. The professor resolves the doubts and gear the students in the development of the tasks. (Qn. 6 of UA)
11. I found it easy to contact the teacher during his consultation hours (Qn. 7 of UA)
12. The help received in tutorials and consultations is effective for learning.
13. The professor utilises adequately the didactic resources (audiovisuals, labs, field trips, etc.) to facilitate learning (Qn. 11 of UA)
14. The recommended bibliography by the professor is useful for developing individual or group work. (Qn. 18 of UA)
15. The professor is receptive to student participation in the development of the teaching activities. (Qn. 12 & 13 of UA)

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Questionnaire suggested by ANECA



Questions (III):

16. The professor can awake interest in the various themes. (Qn. 14 & 19 of UA)
17. The mode of assessment (exams, individual/group work, etc.) relates to the tasks.
18. The professor applies in an adequate manner, the criteria of assessment recognised in the programme.:
19. The professor facilitates learning, thanks to his help I have improved my knowledge, skill or manner of approaching the different subjects. (Qn. 8 of UA)
20. I have improved my level of understanding, in relation to the competences expected in the programme. (Qn. 19 of UA)
21. In general, I am satisfied with the teaching of the professor. (Qn. 20 of UA)

- 6 questions do not form part of the UA, of which 2 refer to the assessment and 2 to the adequacy of the credits

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Proposal of the Vice-President of Quality – Secretariat of Quality

- @ Questionnaire with 10 questions
- @ Scale of 0 to 10 (similar to scoring in exams) and Without Opinion
- @ Questions (manual of the evaluator):

1. The information provided to me on the teaching by the professor at the beginning of the course (objectives, planning, action and assessment system) has been adequate.
2. The professor has the capacity to teach.
3. The professor is accessible in his tutorials, either personally or electronically.
4. The professor ignites my interest through the materials shared.
5. The professor demonstrates adequate knowledge and training in the subject matter.
6. The professor maintains a good environment of communication with students.
7. Teaching materials and resources recommended and used by the professor has facilitated my learning.
8. The development of the teaching activities of the professor is in line with plans and objectives established.
9. The professor has facilitated my learning, thanks to his/her help I have managed to improve my knowledge, skills or how to address certain issues..
10. Holistically, I am satisfied with the performance of the professor

Comments:



Suggestions and proposals

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Proposal of Vice-President of Quality – Secretary of Quality



Methodology of the survey process

- Compulsory survey of all professors in each academic courses
- Obtaining a survey by professor each year according to the criteria:
 - Majors, mandatory or optional
 - Workshops, in the event of no theory taught
- Coordination with the centre to solve issues and/or communicate schedule of professor-subject selected
- “Favourable / Unfavourable” eliminated from the survey
- The assessment Commission according to DOCENTIA apply the criteria to establish its own commission en each centre
- The assessment Commission according to DOCENTIA will take in account the corresponding surveys conducted during the corresponding period

Docentia

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