



Fair Evaluation of Teachers' Classroom Teaching: A Boost to Achieving Learning Outcomes

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Agenda

- **Introduction**
- **Reviewing the literature**
- **Research methodology**
- **Data Analysis**
- **Conclusion**

Introduction

- The quality of teachers → quality of graduates.
- Several studies have insisted on the importance of evaluating teachers' teaching performance and the use of a variety of evaluation tools (Avery, 1991; Feverston, 1989; Heydinger, 1980; Centra, 1982).
- No clear standards and fair evaluation guides!!

- Teachers should be held accountable for their performance.
- The NCAAA has recommended universities in Saudi Arabia to achieve specific learning outcomes which include
 - knowledge,
 - cognitive skills,
 - interpersonal skills and responsibility,
 - communication, information technology and numerical skills, and
 - psychomotor skills.

- This will not be accomplished if these universities do not have effective teachers.
- Miller et al. (2000) discussed that the universities try to recruit highly skilled teachers.
- What is prevailing is that many teachers focus on covering the content and focus less on using different learning strategies.
- Such approach affects the process of effective teaching and learning.

- Faculty members in Saudi Arabia lack a clear guide that tells them what is expected from them to do inside their classrooms.
- This study attempted to present a fair approach to the question of how to measure teacher's teaching effectiveness in the classrooms.
- The approach is hoped to be reliable, valid, and nationally accepted for implementation as it will reflect on the standard learning outcomes suggested by the NCAAA.

Literature Review

- Better evaluation of teaching performance increases the likelihood of better teaching that could be recognized and rewarded (Aleamoni, 1981).
- Although most universities and colleges use some form of teacher evaluation (Clayson, 2009; Chonko, 2006) because they want effective and highly skilled teachers (Tripathy & Ganesh, 1996), evaluating teachers' teaching effectiveness is still problematic (Chonko, 2006).

- Higher education institutions depend on
 - *students' evaluation*
 - *Peer review*
 - *self-evaluation*
 - *department chairman*
 - *students learning gains*
 - *portfolio*

- The primary purpose of this study is to make sure that faculty and administrators follow the best practices in making judgments based on
 - teaching evaluations,
 - determining the strengths and weaknesses of individual faculty, and
 - identifying areas where performance could be improved.

Methodology

- 812 faculty members.
- The instrument examined attitudes and suggestions regarding a potential valid faculty evaluations scheme.
- The survey consisted of 13 questions related to evaluating teachers' teaching performance.

Results

Participants Teaching Experience

Teaching Experience	Frequency	Percent
Less than 3 years	145	18%
Between 4 - 6 years	246	30%
Between 7 - 9 years	296	37%
More than 10 years	125	15%
Total	812	100.0

Questions about teachers' teaching performance evaluation

No.	Questions	Yes	No
1.	Are you satisfied with the way your teaching performance has been evaluated by your college/university?	26%	74%
2.	Do you have access to the evaluation results?	16%	84%
3.	Are you given feedback on your teaching performance after the evaluation process?	13%	87%
4.	Do you think it is necessary to evaluate teachers' performance inside the classroom?	91%	9%
5.	Do you agree that your teaching performance is evaluated by your students?	46%	54%
6.	Do you agree that your teaching performance is evaluated by your colleagues?	56%	44%
7.	Do you agree that your teaching performance is evaluated by the chairman of your department?	28%	71%
8.	Do you agree to submit a portfolio to the chairman of your department?	60%	40%

What ways are currently used to evaluate your teaching performance

Evaluation Method	Frequency	Percent
Students evaluation	495	61%
Peer evaluation	102	13%
Portfolio evaluation	75	9%
Other	71	9%
Self-evaluation	37	5%
Chairman of department Evaluation	32	4%
Total	812	100.0

How faculty members like to be evaluated

Evaluation Method	Frequency	Percent
Portfolio evaluation	285	35%
Students evaluation	162	20%
Peer evaluation	162	20%
Self-evaluation	122	15%
Head of department evaluation	41	5%
Other	40	5%
Total	812	100.0

Discussion and Conclusion

- Evaluating faculty members teaching performance has become a very crucial act in the current age.
- Evaluation is one of the most important elements in the teaching and learning process.
- Education will not be effective if the learning outcomes are not evaluated regularly and fairly.

- Evaluation should be guided by well-stated standards.
- Decision makers will benefit most when they have a fair guide that helps them evaluate teachers' performance fairly.
- They make important decisions about those teachers renewal of contract, promotions, incentives, participation in some academic activities.

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