

Collecting Innovative Ways of Conducting Evaluation of Teaching and Learning in the University of Edinburgh

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Introduction

Teaching quality enhancement through the evaluation of teaching and learning is seen as one of the strategic principles/priorities across the university. However, the official Course Enhancement Questionnaires provide insufficient feedback to teachers. Additionally, schools offer little support or examples of approaches for such evaluation. Anecdotal evidence shows that some teachers address this issue by dedicating time and effort to develop their own, innovative approaches.

'Innovative' Teaching and Learning Evaluation Approaches

We define as '**innovative**' approaches with at least one of the following characteristics:

- Are completely new, e.g. using new games, apps, software tools
- Combine standard approaches in a new way
- Use standard approaches for different purposes than traditionally intended

Innovative approaches may be better catered to the context of use (discipline, type of course, student profiles, etc.), needs of the teacher and course team, and any constraints such as time available for analysis. Moreover, they may be appropriate for adoption, adaptation and re-use across teachers and contexts.

Main Goals

1. Collect innovative approaches and their assessment (see next section)
2. Encourage discussion, collaboration and the sharing, adoption and adaptation of such approaches
3. Populate an online platform for supporting teaching and learning evaluation, for which we intend to apply for PTAS funding

Share your experience with us

*Have you come up with an innovative approach (according to definition above) for teaching and learning evaluation? **Please write it down on a post-it and stick it here.** Would you agree to discuss it with us? If so, please provide your contact details on the provided list.*



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