



RHODES UNIVERSITY

Grahamstown • 6140 • South Africa

CENTRE FOR HIGHER EDUCATION RESEARCH, TEACHING AND LEARNING  
Email: chertl-admin@ru.ac.za • Tel: +27 (0)46 603 8171/3 • Fax: +27 (0)46 603 7352

## SUPPORTING EVALUATION PROCESSES Guidelines

A big component of CHERTL's institutional role at Rhodes University is to support academic staff with on-going development opportunities for teaching and learning. One aspect of this work involves supporting academic staff member's evaluation processes.

Feedback on teaching and learning practices can be elicited in a number of ways, including student feedback questionnaires, student focus groups, lecturer peer review and so forth (see the [CHERTL Brief Guide to Evaluation of Teaching and Courses](#)). All teaching staff are encouraged to elicit multiple forms of feedback each year to help them critically reflect on their practices with a view to ensuring better student learning. For the most part, eliciting feedback is the responsibility of the lecturer and should be conducted by the individual. To assist them, many lecturers make use of the [Evaluation Assistant](#) tool to help design and generate paper-based questionnaires for face-to-face teaching. Lecturers may also draw on [question examples](#) designed for online and blended teaching modes and are encouraged to make use of the RUconnected questionnaire tool.

In some circumstances, academic staff may find it beneficial to ask a CHERTL staff member to support their evaluation process. Such circumstances include:

- when an academic staff member is new to teaching in higher education
- when teaching a course for the first time
- when a significant change has been introduced (e.g., a change in curriculum content, a writing-enriched curriculum, blended learning, a new assessment method etc.)
- when the teaching and learning experience has resulted in an unexpected outcome (e.g., the learning outcomes were not met, or all students unexpectedly did very well etc.)
- if the lecturer has never had an outside perspective on their teaching and learning practices
- if student feedback is very mixed or difficult to interpret

In such circumstances, CHERTL staff members can support lecturers in the following ways:

- help lecturers design questions for student feedback questionnaires
- analyse student feedback data and write a consolidated report highlighting key aspects and providing advice on how to implement developmental feedback
- conducting student focus groups (*\*these are primarily used when there is a specific issue that needs to be better understood – they are not used as a general mechanism to gather feedback*)
- conducting peer reviews of a lecturer's teaching (a CHERTL staff member will observe two to three lectures and write a report highlighting successful aspects and will provide developmental feedback on areas needing strengthening)