

Helping Students Effectively Evaluate Your Teaching

At many institutions, student evaluations of teaching are a crucial aspect of the tenure and

promotion process. However, first-year students have little experience with college-level

teaching and may make unfair comparisons to high school. Students in multi-section courses may be comparing you to their roommate's stories of his or her section; non-majors may have life goals at odds with what they are being "forced" to learn; and the "chemistry" of a single section may be totally different from another. Research on course evaluations indicates that

- *Create an evaluation form for students to evaluate themselves.* Use the same criteria: are

they enthusiastic? Do they come to your office hours? Are they prepared, organized, and participatory? Do they engage in critical thinking? Share the results with them, even if they don't match up to what YOU see. Decide how you will address that mis-match and how you will use that self-evaluation.

own, informal evaluation, asking, for example, which books or readings or parts of readings were most effective and why and what should be changed or deleted, or which