MANUAL FOR QUALITY ASSURANCE OF TEACHING AND LEARNING

EVALUATING TEACHING

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CONTENTS

1   INTRODUCTION

Teaching evaluations are an important quality assurance and improvement tool. That quality rests on the content, organisation, facilities, implementation, and results of the teaching provided.

It goes without saying that high-quality teaching is crucial for educational institutions. Moreover, when designing their quality assurance systems, higher-education institutions must take into account the requirements of accreditation organisations.

This chapter of the Manual for Quality Assurance of Teaching and Learning is intended to offer education providers at faculty and central level an overview of the reasons for carrying out teaching evaluations, what those evaluations involve, different people's responsibilities within the evaluation process, and the requirements that need to be met.

Background documents

This chapter has been written in close alignment with the accreditation system. Detailed information and explanations can be found on the Accreditation Organisation of the Netherlands and Flanders website. A description of and explanations about frequently used evaluation tools are available at VU.nl.

VU Amsterdam has extensive experience of evaluating teaching. Teaching is systematically evaluated throughout the university, usually using the methodology, tools, and expertise of the department of Educational Policy of the Student and Education Affairs service department.

2   WHY WE EVALUATE TEACHING

2.1   OBJECTIVE

The evaluation of teaching is the systematic collection of information about various aspects of teaching that can be used to identify ways of bringing about improvements in order to maintain the quality of teaching. The objective of evaluating teaching is to improve it. Firstly, this relates to the programme component or curriculum being evaluated, particularly using the qualitative feedback and suggestions for improvement yielded by the evaluation. Secondly, the teaching evaluations can be used to monitor trends in the courses that make up a degree programme. Quantitative assessments from the evaluation can be used for this purpose. Teaching evaluations can also be helpful at lecturers' annual interviews, but only in the context of improving teaching. That is to say that the use of and reflection on the evaluations of a lecturer's teaching may be the topic of conversation but that the evaluations *cannot* be used as a means of assessing a lecturer's teaching.[1]

Teaching evaluation is cyclical in nature: reflections on the quality of teaching (quality monitoring) should be followed up by measures for improving that quality in practice. Once these measures are in place, it is important to carry out a new round of evaluations to check whether the desired

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[1] For the proper use of teaching evaluations, see the Manual for Quality Assurance of Teaching and Learning, Chapter 8: Staff Policy

improvements have been achieved. This makes it possible to follow the Plan-Do-Check-Act quality assurance cycle and close the circle.

2.2 QUALITY CULTURE

To successfully improve quality, everyone concerned should have the same end in mind, and support each other's initiatives to achieve that end. The primary aim in evaluating teaching is to bring about improvements to teaching. It should not be regarded as an end in itself, but as the beginning of a discussion about improving teaching. This means the system of teaching evaluations helps towards a quality culture in relation to teaching, in which everyone involved enters into discussions with everyone else in an open and constructive manner with the joint aim of bringing about improvements in teaching.

Together with the programme director, the teaching team plays a crucial role in ensuring high-quality teaching. The course coordinator and the lecturers involved with the course are, in a sense, the owners of the quality of the teaching. Obviously, the course coordinator has a leading role when it comes to evaluating teaching. The course coordinator and the lecturers reflect on the quality of teaching, evaluating it in consultation with the rest of the teaching team, the programme committee, and the programme director, in accordance with the evaluation plan. Among the ways in which the course coordinator evaluates teaching is by gathering feedback from students with the help of a questionnaire. The course coordinator can add his or her own questions to the standard student evaluation questionnaire in the Evalytics database in order to evaluate – and where necessary adjust – the effectiveness of specific initiatives he/she and the lecturers have taken; the course coordinator also gives the students his or her initial reaction to the findings from their evaluations and informs them of any proposed modifications to the course resulting from their feedback. The course coordinator also organises a peer review of the teaching and sometimes also a panel discussion to evaluate the teaching.

Obviously, the course coordinator does not perform the task of designing and providing teaching and promoting quality on his or her own. His/her team includes the course coordinator, the programme director, the programme committee, the faculty board, the education office, and support staff at faculty and university level. Each of them plays a professional and essential part in ensuring the quality of teaching. To reinforce everyone's contribution to the quality of the teaching, it is crucial to build an atmosphere and culture that prioritises improvement, in which everyone's contribution is appreciated and everyone's role is respected, where people are valued instead of unjustly criticised, and where evaluation and feedback are constructive rather than judgemental. Mutual reflections and feedback between lecturers also reinforces their didactic expertise and gives them greater empowerment.

In the evaluation process, it is students who are the first discussion partners of lecturers. This strengthens the position of the lecturers and students, with the evaluation system helping stimulate their creativity, autonomy, and ownership. Students play an important role in the quality culture. Their active participation in the teaching evaluations is indispensable, and they are even more effective if they can actively and constructively participate in the teaching and its evaluation, and if they can convey their feedback and criticism in a constructive way, with respect for their lecturers. To achieve this, lecturers should keep their students well informed and value their contributions. They should be informed about specific ways in which their evaluations have contributed to the quality of teaching

and, where possible, they (especially the students on the programme committees and the student councils at faculty and university level) should be engaged with initiatives aimed at improving teaching and at promoting the quality culture.

None of this alters the fact that everyone involved should be aware of their own professional responsibilities in the evaluation process. This also involves holding each other accountable. A constructive atmosphere aimed at achieving the shared goal of improving teaching will help promote the receptiveness of everyone involved.

3 HOW WE EVALUATE TEACHING

3.1 EVALUATION PLAN

How and when teaching evaluations take place is set down by the faculty board in the faculty teaching policy. The programme director and the programme committee help to draw up the evaluation plans for each study programme, within the framework established by faculty and university policy.

The evaluation plan:

- determines for each programme which course components will be evaluated during the forthcoming academic year; students should be issued with questionnaires for that purpose at least once every three years.

- determines for each programme which tools will be used to evaluate the courses and the curriculum as a whole; one of these tools is a questionnaire for students, but staff are encouraged to use other evaluation methods, such as panel discussions and peer reviews by colleagues, for example.

- states how the proposed measures are to be followed up and the quality of teaching is to be monitored.

- determines for each programme when and how often curriculum evaluations will take place; the curriculum should be evaluated at least once every three years.

- determines for each programme which aspects of the curriculum are eligible for evaluation, and what objectives and criteria will be used in the process;

- also focuses on evaluating work placements, theses, and faculty and university minors.

- determines for each programme when, how often, and how alumni surveys will take place; the alumni should be asked at least once every three years to give their opinion of the quality of the programme and how it relates to the professional field, particularly as regards the programme objectives and the final level of proficiency achieved.

- describes for each programme how and how often the professional field should be engaged with the evaluation; the professional field advisory board is convened to share its opinion at least once a year.

- describes how the findings of the teaching evaluations will be reported, and to whom (and to which body);

- describes the procedures that support the proper cyclical progression of the evaluation process;

- determines the timeline in which the above activities will take place, and who is responsible for implementing and monitoring the decisions taken.

The implementation of the evaluation plan is monitored annually by the programme director and the programme committee. The programme director discusses the relevant findings with the faculty board and takes appropriate measures relating to teaching and the curriculum.

3.2   FORMS OF EVALUATION

3.2.1   ONLINE STUDENT EVALUATIONS

Online student evaluations are held using standardised questionnaires throughout the university via the online evaluation system, Evalytics. This system allows lecturers to draw up customised questionnaires for the evaluation of their teaching, using questions from standardised university question sets, supplemented with those they themselves have formulated. Students complete the online evaluations via Evalytics. Evalytics gives both lecturers and students access to the results of the evaluations, and lecturers can respond to students. Because the standard questionnaires used across the whole university are derived from standard questions that have been used for a long time, the quantitative question scores for courses can be compared with reference values at both faculty and university level. Evaluation results for subjects and curricula can also be compared with previous years, and trends identified.[2]

For their evaluations, students are asked for their feedback on various aspects of teaching. In other words, student evaluations yield information about teaching *from their perspective.* For this reason, the results of student evaluations should be very carefully interpreted and compared with other findings, including the evaluations carried out by the lecturers themselves, evaluations by fellow lecturers, and other forms of teaching evaluation. *Results from student evaluations must not be used as performance indicators for assessing lecturers.*

Course
The digital questionnaires can be used to create an evaluation questionnaire at the end of a course. Among the aspects that are asked about are the organisation of the course, the quality of the teaching resources, the learning effect, the degree to which the lecturer contributed towards the learning effect, the degree to which the test or tests provide a measure of the knowledge and skills taught. The lecturer can use the evaluation results to improve their teaching.

It is not necessary, for quality assurance purposes, to evaluate each programme component every year. However, it is a requirement that each programme component is evaluated using student questionnaires once every three years. It is recommended that evaluations be held more frequently

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[2] Evalytics, the current evaluation system, has been used since September 2021. The standard questions have also been revised since then and reference scores for questions asked throughout the university have been built up since that date as well.

using a questionnaire in the event of the subject being significantly altered; if the quality of certain teaching aspects appears to be falling short (in order to see whether there is any improvement); if the curriculum as a whole is changed or if the course is now given at a different point during the curriculum; if there have been any changes to the teaching resources, mode of instruction, or test method (such as a different book or the introduction of ICT or a multiple-choice test).

A phased strategy, in which each course is evaluated using student questionnaires every few years rather than every year, is recommended to prevent students having to fill in too many evaluations, which could otherwise result in a decrease in their willingness to contribute to evaluations and consequently a decrease in student responses.

Curriculum
In addition to course aspects, those of the curriculum that transcend individual courses are also evaluated. This includes aspects such as cohesion between courses, the structure and level of the degree programme and the level its graduates reach, attainability and study load, facilities, how the programme fits with the final attainment levels/previous education/subsequent education/job market, teaching and pedagogical aspects, and timetabling. Online questionnaires can also be used for this, in Evalytics. They can be sent to students at the end of the academic year or at the end of the degree programme as a whole. The curriculum evaluation questionnaires should not be carried out every year either; the recommended frequency is once every three years. These questionnaires concern both students and lecturers, and possibly alumni and the professional field in question. It is advisable to carry out the curriculum evaluation before both the mid-term review and the quality inspection. To ensure a good response, it is advisable to explicitly make the students aware of the curriculum evaluations.

Minor, honours, and other 'mini-curricula'
University-wide student questionnaires are available for the minor and honours pathways. Again, this primarily concerns non-course-specific aspects such as cohesion between courses, level, etc. These evaluations should be carried out once every three years, and lecturers, students and, wherever possible, alumni and the professional field should be engaged with the evaluations.

Work placement and thesis
The nature of the work placement and thesis make these elements important course components to be evaluated using a customised questionnaire. This questionnaire should consider aspects such as the content of the course, organisational factors, supervision, assessment, and study load. The one-to-one nature of the student-supervisor relationship means that extra care should be taken to preserve students' privacy. One way to ensure this is to schedule the evaluation of the work placement or thesis to take place after the lecturer has assessed the student's work.

NATIONAL STUDENT SURVEY
The National Student Survey (NSE) is a comprehensive questionnaire regarding educational aspects at programme level, and it is conducted by Studiekeuze123 at universities and universities of applied science in the Netherlands. The survey makes it possible to compare and rank the contributing institutions; these rankings are published every year.[3] The NSE questionnaire asks students at every

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[3] Studiekeuze123, which carries out the National Student Survey, publishes benchmark reports. The comparative results are also published by Elsevier and the Keuzegids.

higher-education institution about the following core themes: general satisfaction, content and structure, study supervision, lecturers, tests and assessments, engagement and contact, relevance to the professional field and careers, studying for those requiring additional support. Each institution also selects themes that are relevant to it. The NSE results can be obtained using a dashboard in [VUdata](#).

3.2.2   RESULTS OF ONLINE STUDENT EVALUATIONS

The findings of the various teaching evaluation tools make it possible to take measures and reach decisions that contribute to real improvements in teaching. Those in positions of responsibility (including the faculty board, which has ultimate responsibility, and course coordinators, who have direct responsibility), the programme committee and students are informed of the evaluation results through various channels. For the results of the student evaluation questionnaires, the procedure is:

1. Reports on lecturers to the course coordinator via Evalytics. In addition to the course evaluation scores, these reports include faculty averages and a university-wide reference interval for the course scores. They also contain students' written comments in response to the open questions, as well as information on trends, wherever possible. Reports of course evaluations are available for the evaluation coordinator, the course coordinator, other lecturers involved with the course, the programme director, the programme committee, and the examination board. The programme director decides whether evaluation reports should be shared among the team of lecturers.

2. Student reports are sent to students through Evalytics, including a graphic representation of a selection of results, supplemented by the course coordinator's response to the results. For reasons of privacy, students' written comments and scores concerning the instructors are not included in these reports.

3. Management reports. A report with faculty and university reference scores for programme directors and faculty boards. These reports make it possible to compare the quantitative question scores both between courses and in relation to the averages for the faculty and for VU Amsterdam as a whole. To this end, the reports define the following faculty indicators relating to the content and the tests, which can be used to monitor both positive and negative developments:
    *   the percentage of courses with an average score of 3.5[4] or higher on the question: 'My overall rating of this course'.
    *   the percentage of courses with an average score of 3.5 or higher on the question: 'The tests were a useful barometer of what I have learned on this course.'

Please note: the above indicators are intended to investigate trends at *programme or faculty level*, not to assess whether individual courses are adequate or not. For this reason it is necessary to compare findings from a variety of sources, including the evaluations of the lecturers themselves.

It is important to properly archive the above reports, as they are a primary source when writing self-evaluation reports. The [Digital Teaching Dossier (DOD)](#) is available to help with this.

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[4] In practice, this figure has been shown to be a reliable threshold alerting people to the need to consider ways to improve.

3.2.3   RESPONSE TO ONLINE STUDENT EVALUATIONS

With the online student questionnaires, there is a danger that the number of responses to the questionnaires will be so low as to offer only a limited representation of the evaluation results for the group in question. This is why it is important to consider factors that could influence the response.

Making the purpose and importance clear

First, it is important to clearly explain the objective of the student evaluation questionnaires, namely to improve teaching. Too often, the value of students' opinions is not sufficiently highlighted. Value, because students are the only group to actually experience the teaching, giving them a unique perspective compared to anyone else. In that sense, they are experts whose views are essential. Emphasising the importance and value of student evaluations can significantly contribute to the questionnaire response rate.

Communication of results and response by lecturers

Another potential reason for a low response rate that is often brought up by students is that they do not know what happens to the results of the student evaluations, and they see no evidence of anything being done in response to those results. There is no clear indication of any changes as a result of their efforts in filling in the questionnaires.

The system of evaluation questionnaires using Evalytics allays this concern, because the students get to see a summary of the results as soon as they have been processed. Lecturers are also expected to share their impression of the results and what they intend to do in response. The programme director makes arrangements with lecturers about this, which they then feed back to the students, and a year later the programme committee checks to see whether the proposed improvements have been made and what the fruits of those improvements have been. The idea is that the more effective lecturers are at making clear that students' views are valued and at showing what will change as a result of the feedback, the more willing students will be to complete questionnaires. It will also help students realise that their views are appreciated if lecturers announce at the start of a series of classes what changes have been made in response to previous evaluations.

By evaluating teaching during a course (see under 3.2.4), students can immediately benefit from the modifications made by their lecturer based on the results of the evaluations. This means they experience directly the value of their feedback and comments and the importance of completing the evaluation questionnaires. Another way of boosting participation levels in the questionnaires is to point out to students that evaluations are discussed among lecturer teams and that comments made about one course could affect other courses that the same students may be taking.

Guaranteeing students' and lecturers' privacy

Finally, how much faith students have in the way their privacy is guaranteed has an influence on the student evaluation response rate. For student evaluations, this means that the privacy of students who fill in the evaluation questionnaires, and of the lecturers to whom the evaluations relate, must be guaranteed. The student's answers to the questionnaire must not be linked to the student's identity, unless it can be demonstrated that this is in the legitimate interest of the institution or unless the student grants permission. The scores and comments concerning lecturers must only be accessible to people who need that information to do their jobs, such as the programme director, the programme

committee, and of course the lecturers themselves. Access to the reports is granted in accordance with the GDPR.[5]

The way in which students' answers and data about their identity are stored, processed and analysed must be clearly communicated to them.[6] This is not simply a requirement of privacy legislation; it is also intended to increase the chance of a high response rate. A privacy statement regarding the online student evaluation questionnaires is available from vu.nl and is included in the questionnaires themselves.

How high should the response rate be?
Research carried out by Nulty (2008)[7] supports the view that the necessary response rate to a student evaluation is connected to the number of participants in the group being surveyed. Courses with a relatively large number of participants require a lower percentage of responses than those with relatively few students. Nulty suggests that a group of ten students should have a 75% response rate; a group of 100 should have a response rate of 21%. These figures are not hard and fast threshold values that apply in every situation. In general, a response rate is 'too low' if it cannot justifiably be said to represent the group as a whole. That is not to say that the views of the students who do complete the questionnaire do not matter. If the opinions of these few students are strongly correlated, which can be determined from the frequency distribution of the opinions, this makes them more meaningful.

That said, even the view of a single respondent can provide lecturers with important or interesting information, as long as the lecturer is able to identify with the student's feedback. It is also preferable to view each evaluation result in context, and to investigate the reasons for a low response rate. In the event that a response rate is 'too low', lecturers are advised to let the few students who did provide feedback know what their response is to that feedback.

3.2.4   QUALITATIVE FORMS OF STUDENT EVALUATIONS

The standard student evaluation questionnaires reflect VU Amsterdam's extensive experience in evaluating teaching. However, quantitative, standardised evaluation questionnaires can only provide limited pointers for concrete actions that teaching staff and degree programmes can take to improve the teaching they provide. The open comment fields give students an opportunity to praise the course's positive aspects and offer suggestions for improvement. However, because that does not always produce sufficiently instructive input,

VU Amsterdam also encourages the use of additional, qualitative evaluation methods alongside the online student evaluations. These methods make it possible to ask questions relevant to specific educational components (e.g. the effect of a new teaching method or form of assessment), to ask more far-reaching questions about the background of a person's experiences and views, and to catalogue opportunities for improvement together with the discussion partners. As is the case with student questionnaires in Evalytics, these methods can be used *during* the teaching period: the results can be

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[5] The General Data Protection Regulation entered into force in May 2018.
[6] The system in use at VU Amsterdam since 2021 for the student evaluation questionnaires, Evalytics, processes students' answers in a way that protects their identities from the faculty and each student's study programme. See also the privacy statement regarding the online student evaluation questionnaires at vu.nl
[7] Nulty, D.D. (2008). The adequacy of response rates to online and paper surveys: What can be done? *Assessment & Evaluation in Higher Education*, 33, 301-314.

used while the course is ongoing to make adjustments where necessary, to provide extra support with regard to elements that pose difficulties or to explain more clearly why a particular approach has been taken. One positive side effect of regular discussions and peer review is that they can contribute to the cohesion of the degree programme, its culture of quality, and its conduciveness to learning and working.

Below is a description of a number of qualitative evaluation methods, with references to suggestions and examples. These methods relate to various levels (such as the course or programme level), various key moments (during or after teaching), and various partners in the educational process (students, lecturers, programme committees, alumni). A manual is available from VU.nl, with detailed descriptions of the various evaluation methods.

Quick online survey of strengths and suggestions
There are several ways to collect feedback from students, either during or at the end of a course, about the teaching they have received. Online resources such as Mentimeter, Kahoot and GoSoapBox can be useful in this regard, as can simpler methods, such as the Post-it method and paper-based feedback forms.[8]

The online tools give lecturers the opportunity to ask students about specific aspects of a course or lecture. Lecturers ask students during a teaching session the questions they themselves have formulated, and the students respond using their mobile phones: the anonymised answers are immediately visible on screen and the lecturer can comment on the students' feedback, either there and then or at a later date.

A quick way of collecting feedback from students, either halfway through or at the end of a course, is the Post-it method. Students answer two questions on Post-its in two different colours: *what should stay the same about this course*?, and *what could be better*? An advantage of this method is that everyone has the opportunity to provide input, including quieter students. This method also makes it possible to gain valuable input on other topics, for example by asking students to identify the elements they find most difficult and the areas about which they would like further explanation and which they would like to practise.[9]

Panel discussions
Panel discussions involve groups of students coming together to discuss the teaching they receive. The discussion may focus on a specific module (course), a semester or a study year, or the curriculum as a whole; a representative selection could be made from the group of students, for instance assembling a fixed group of representatives from a given year or student members of the programme committee. Alternatively, specific groups could be identified, such as students for whom the course is a required part of their programme of study or international students taking a given degree programme. A key advantage of a panel discussion is that it opens up the possibility of obtaining qualitative input on teaching, which allows the group to go into greater depth about specific topics. Among the drawbacks are that it only surveys a limited group of students, and that holding the discussion can be rather labour

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[8] For a more detailed description of these and other methods, see the Guide to qualitative methods of evaluating teaching at VU.nl.
[9] For more information and examples of these methods, see the manual on VUweb.

intensive. In addition, the students may feel ill at ease giving genuine criticism during a panel discussion.[10]

A representative cohort made up of several students from the same academic year can also analyse a specific year of the programme, evaluating every course given that year. The cohort representatives ask the students in that year for their opinion of courses, after which the representatives come together internally to reach a recommendation. A delegation of cohort representatives then holds a discussion with the course coordinators to discuss the various visions and, if necessary, how the courses can be improved.
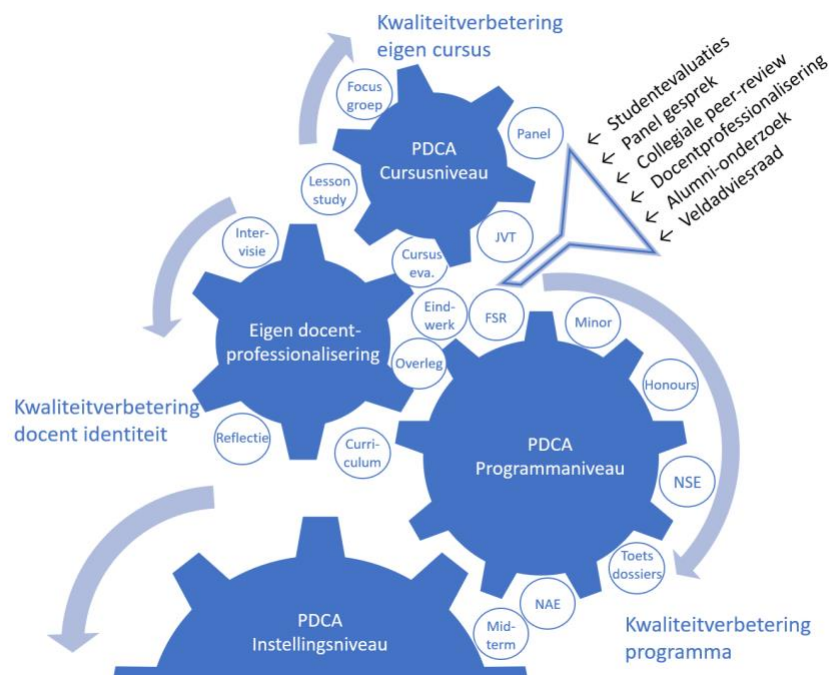
3.2.5 PEER EVALUATIONS

Peer review

The didactic expertise of teaching staff allows them a unique perspective on the quality and the level of the teaching provided. This means that fellow lecturers are well placed to offer suggestions to help their colleagues improve their teaching. They can do this in several ways, including by reviewing and commenting on each other's teaching materials, course descriptions, assessments, etc. Lecturers – whether very experienced or less so – can also occasionally attend their colleagues' lectures, seminars, or other teaching sessions in order to give them feedback. As well as being part of the process of evaluating teaching, peer review is also part of the assessment cycle.[11]

Peer review methods used by lecturers

Peer review centres around giving lecturers the opportunity to learn from each other. This can basically be done in three ways:

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[10] For examples of how panel discussions are used, see the manual on VUweb.
[11] Peer review is one of the pillars of the VU Assessment Framework (which has applied since 2018) that safeguards the quality of assessments. Fellow lecturers take on the role of sparring partner as a means of continually improving assessment methods and content and of adding to lecturers' own reflections on feedback they have received.

1. Observation during teaching sessions: lecturers receive feedback from a fellow lecturer who attended the session. The feedback can be given with the help of an assessment form.
2. A possible variant on this is the 'lesson study', in which a team of lecturers in a professional learning community jointly work on the cyclical design, execution, and evaluation of a teaching session (lesson) for students (see below).
3. A structured peer-review session between lecturers who discuss work-related issues they face. This enables them to gain personal insights and to improve the effectiveness of their actions.

Observation and feedback

By attending or viewing a video recording of one or more teaching sessions, lecturers are able to provide valuable feedback on each other's teaching activities and courses. In principle, every lecturer has the opportunity to attend one teaching session a year taught by a colleague. A timetable can be drawn up for this purpose at the start of the academic year.

When discussing observations, it is important to focus not just on what has been observed, but also on the reasons why of what was observed. To ensure a useful follow-up discussion, it helps if the observer notes a few key points in advance of specific behavioural aspects (on a standard feedback form, for example) that are appropriate to the relevant learning needs.[12] The University Teaching Qualification provides a useful instrument for specific points of focus during the observation. Structured follow-up discussions involving laddering interviews (identifying target systems) and stimulated recall interviews (what were the various considerations) will help the joint learning process of both the observer and the lecturer who has been observed. A useful tip is then to have a discussion on how the targets and considerations relate to the educational vision, the various final attainment levels/competencies, and the position of the course in the curriculum.

Peer-to-peer coaching and support

In peer-to-peer coaching and support, rather than identifying points for improvement or providing solutions, lecturers help their colleagues analyse a specific problem and explore possible solutions. One such problem might be, 'the students in my seminar are so passive, and I can't seem to get them motivated'. Or, 'attendance at my second-year lectures is dwindling by the week'. Or, 'students always get low scores on part x of the test'.

There are several methods to help ensure that peer support participants explore the problem systematically and do not immediately fall back on their own solutions ('What I always do...'). One of the best known and most basic is the incident method. This streamlined method involves a lecturer and his or her colleagues spending 90 minutes together investigating a specific and recent work-related situation suggested by one of the participants, on which he or she would like to reflect and receive recommendations.[13]

Another practical method that can be used is the GROW method, in which the goal is the principle feature. What is the goal in solving a problem and in what ways might that be achieved? The method

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[12] For examples of how feedback forms are used, see the guide on VUweb.
[13] For an example of a peer support session, see the guide on VU.nl and https://vu.nl/nl/onderwijs/professionals/cursussen-opleidingen/intervisie-voor-docenten.

does not need a group to be effective: it works well for those working in pairs, too. It usually takes around 30 minutes.

For those who have often reflected on their work, possibly useful ways of gaining further insights is the Korthagen onion model and the professional identity model by Manon Ruijters.

Lesson study

Lesson study mainly involves the joint design or improvement of lessons with colleagues. Under the supervision of a lesson study coach, the participants follow a cycle of research theme, execution and observation, reflection, and redesign. This is an effective way of evaluation and improvement within a department, section, or group of lecturers with similar teaching activities. [14]

3.2.6 ALUMNI EVALUATIONS AND EXTERNAL STAKEHOLDERS

The alumni policy is an important pillar of quality assurance in teaching and learning. The current accreditation system distinguishes between the assessment of institution-wide quality assurance measures (Institutional Quality Assurance Audit) and the assessment of individual programmes (limited programme assessment). According to the standards of the Institutional Quality Assurance Audit, the institution is aware of the extent to which its view on the quality of teaching is achieved and regularly measures and assesses the quality of its programmes against the views of students, alumni, and representatives from the professional field.

In addition to carrying out an assessment according to the standard of the Institutional Quality Assurance Audit, the programme accreditation determines whether the curriculum meets the requirements set by the professional field in terms of both the final attainment levels and the programme itself. Alumni feedback offers both valuable input for better insights into the programme and concrete suggestions for potential adjustments to the teaching provided. Alumni are asked how relevant the programme is to the needs of the professional field. In addition to the focus on professional competencies, it is relevant to clarify how the academic core contributes to our students' academic development. Coordinating aspects such as programmes' final attainment levels and the requirements of the professional field ensures that graduates are sufficiently prepared to enter the job market.

NATIONAL ALUMNI SURVEY
One of the sources used is the biennial National Alumni Survey. This nationwide survey is conducted among recent Master's graduates and aims to provide a better understanding of where graduates enter the job market and how the degree programmes they have completed help them to do this.

VU Amsterdam Alumni Monitor
In addition to the National Alumni Survey, it is helpful to gain an insight into the course of people's careers and their relationship to the programme that they completed, and to discover how many of our alumni are academics operating in environments envisaged by the vision for education. A [VU Amsterdam Alumni Monitor](#) has been developed to provide faculties with insights into graduates'

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[14] See for example https://stichting-leerkracht.nl/kennisbank/lesson-study/

career patterns. Faculties can add specific questions to this survey. The VU Amsterdam Alumni Monitor is in the autumn of every other year.

Other alumni surveys
Degree programmes also hold periodic surveys among their own alumni. Alumni could be approached six months before writing the self-evaluation report, or the survey could take place a few years after implementing wide-ranging adjustments to the curriculum.

The results of the National Alumni Survey, the VU Amsterdam Alumni Monitor, and other alumni surveys are published every year in the teaching annual and programme annual reports.

Professional field advisory board
These boards play an advisory role in safeguarding the quality of degree programmes and the ways in which they prepare students to meet the needs of the job market. Bringing the professional field into contact with the people who shape teaching produces a useful outline of the developments in the various sectors of the field. This gives faculties an understanding of the preferences and requirements of the various professional fields in relation to recent graduates. The programmes in turn can take these insights into account when designing their curricula.

A faculty creates a professional field advisory board for each programme or cluster of programmes. These boards evaluate Bachelor's and Master's programmes in terms of how they prepare students for the job market. The following aspects should be considered in every case:

a. how well the programmes prepare graduates for the professional field;
b. the wishes and requirements the field has in relation to graduates, and how well the programmes suit these wishes and requirements;
c. potential workplaces for graduates.

Recommendations for professional field advisory boards
- Professional field advisory boards should have a minimum of five and a maximum of ten members.

- Professional field advisory boards should convene once a year.

- It is advisable to decide in advance that a minimum of five members should be present at each board meeting.

- The faculty board appoints the chair for a period of three years, with the option to extend this by up to a further three years.

- The faculty appoints a staff member to act as the faculty point of contact for the chairs of the advisory boards and programme directors.

- The faculty appoints a secretary to be responsible for initiating the meetings, carrying out support tasks, and taking minutes.

- It is advisable to organise a faculty meeting with all advisory boards once every two years to share knowledge and experience. Lecturers, programme directors, and the portfolio holder for teaching should attend these meetings.

- The documents presented to the professional field advisory boards may include curriculum plans, findings from alumni surveys, self-evaluation reports, mid-term review reports, programme annual reports, National Student Survey scores, sector plans, etc.

- Areas for improvement identified by the professional field advisory boards are reported in each degree programme annual report.

3.3   PARTICIPANTS AND DUTIES WITHIN THE FACULTY

Many different people and bodies are involved in the process of evaluating teaching. The faculty board has final responsibility for the evaluation. The faculty staff involved in the process are:[15]

- course coordinator – conducts the teaching evaluation in accordance with the evaluation plan, decides the content of the evaluation questionnaire (with the support of the evaluation coordinator where required), organises peer evaluations together with fellow lecturers, takes part in any panel discussions, discusses the results of the various evaluation tools with the other lecturers, and responds to the students. The course coordinators may decide to collect feedback at different times during a course by discussing mutual expectations with the students at the start of the course in question, by holding interim evaluations in order to make any necessary modifications to the course; and by evaluating it at the end with the aim of improving the teaching or testing (or both) for the next course cycle. Implements, in consultation with the lecturers and the programme director, any necessary modifications to teaching.

- course coordinator and lecturers - reflect on their teaching and take the initiative in improving it with the help of evaluations; the course coordinator and lecturers determine how information for improvement is to be collected, using different types of evaluation tools in the process. As well as using quantitatively ranked questions in the student questionnaires, the course coordinator and lecturers apply more qualitative ways of gathering suggestions for improvement,[16] so that different sources of information actually complement each other. They ask for input from fellow lecturers, student assistants, and teaching assistants for improving didactic aspects of the course in particular, through the use of feedback or reflection, for example. They draw students' attention to the importance of student evaluations and explain how the previous evaluation has been used to modify their course. They also explain to students that comments on student evaluations are most effective when they are constructive and tactful. Afterwards, the lecturers receive the evaluation reports from the course coordinator, who discusses the results and the potential improvements to the course with them.

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[15] The duties of the people mentioned in this section are the responsibility of the people referred to. The duties may also be carried out by another party or together with another party.

[16] For a detailed description of the options for various tools, see the Qualitative Forms of Teaching Evaluation Manual in the appendix.

- <u>students</u> – have a voice in and contribute towards the quality of teaching; their feedback plays a part in improving teaching. Students complete the student evaluation questionnaires and receive a selection of the findings of the evaluation, together with a response from the course coordinator.[17] Students are always given the opportunity to express their feedback about their course, including away from the formal evaluations, which helps reinforce their engagement with the teaching. This can have a positive effect on their learning outcomes. A focus on the value of and the way in which students can give constructive feedback to lecturers and to each other (as part of an 'academic skills' course in their degree programmes, for example) helps students develop an appropriate academic attitude. Students understand that teaching evaluations are not a matter of assessing individual lecturers, but making improvements to the teaching itself. Entering into discussions with students during their courses about their expectations and possible improvements means they can benefit from the feedback more quickly than if they are only asked for their feedback after the course in question has finished. Students can give their input themselves or take part as student members of participatory bodies such as programme committees, as student assessors, faculty representatives, or the faculty or university student councils.

- <u>faculty board</u> – orders the evaluation and authorises the programme director to adopt the evaluation plan and to take measures to promote high-quality teaching. The faculty board initiates open dialogue about improving teaching. The faculty board encourages engagement and support for everyone involved in the teaching evaluations with the aim of creating an effective and inspiring quality culture. It facilitates and stimulates lecturers, programme directors, and programme committees in their roles vis-à-vis the teaching evaluations. At the heart of the clearly formulated evaluation policy are measures designed to strengthen the roles of the parties involved and the execution of teaching evaluations.

- <u>programme director</u> - in consultation with the programme committee, sets down the evaluation plan and discusses with lecturers the schedule of the course evaluations and how they are to be carried out. The programme director discusses the results from the teaching evaluations with the programme committee and with lecturers, and takes any necessary measures to improve teaching. The programme director also supervises the implementation of the proposed measures. The programme director discusses with lecturers what they need in order to promote the quality culture in relation to teaching and how lecturers deal with the results of teaching evaluations. The programme director also ensures that lecturers' didactic expertise is strengthened, through schooling or training at LEARN! Academy, for example, or VU NT&L / VU Education Lab, or mutual reflections (possibly also under the supervision of LEARN! Academy).

- <u>programme coordinator</u> – supports the programme director in carrying out the above tasks.

- <u>programme committee</u> - draws up an annual evaluation plan in consultation with the programme director (and programme coordinator) for the evaluation of the curriculum. Taking the initiative in

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[17] Students receive a visual representation of the evaluation results relating to the questions about the substantive quality of the course, the extent to which the course was well organised, the learning effect and the validity of the assessment. Students do not receive scores from the assessment of their lecturers; neither can they read the textual comments other students made on the evaluation questionnaire.

the evaluation of the curriculum, with the help of a questionnaire or feedback session at the end of the year for example, helps strengthen the ownership of the programme committee. The programme committee regularly invites the programme director and programme coordinator to meetings in order to discuss the evaluation of courses and of the curriculum, assesses the teaching-related aspects of the evaluation reports, and makes recommendations to the programme director on any measures that may need to be taken. To be able to carry out its tasks, the programme committee must receive all necessary information, including the full versions of the evaluation reports.

- examination board – safeguards the quality of assessments; if required, the examination board may be granted access to the assessment-related aspects of the evaluation reports and discuss them with the programme director or the course coordinator.

- evaluation coordinator (in the education office) – supports processes related to the evaluations, including drafting and modifying questionnaires and collecting reports for the programme director, programme committee, and the examination board.

3.4   PARTICIPANTS AND DUTIES OUTSIDE THE FACULTY

Other people concerned with teaching evaluations are:

DURF Alumni Relations
The DURF Alumni Relations team maintains the quality of alumni data and provides management information about the group. VU Alumni Relations is also responsible for building and maintaining relationships with alumni by way of career-oriented and other services, offering collective benefits, stimulating and facilitating online and other networks and communities, and targeting communication through online and offline media channels. VU AR is active throughout the university and also advises on faculty alumni policy and supports faculties in drawing up and implementing these policies.

Educational Policy of the Student and Educational Affairs service department

The Educational Policy department plays an important part in holding teaching evaluations. The department:

- is responsible for managing the Evalytics system and university-wide standard questionnaires.
- supports the faculties in carrying out the teaching evaluations.
- evaluates the quality and usefulness of the evaluation tools and how they are used in practice, at least once every six years.
- reports on the evaluation results and, if required, uses these results to formulate targeted recommendations.

4   QUALITY REQUIREMENTS

Quality requirements have been established for both teaching evaluations at faculty level and for the input of the Educational Policy department. These requirements are structured according to the Plan-

Do-Check-Act phase of the evaluation process. The professional field advisory board also has to meet certain quality requirements.

4.1   PROGRAMME EVALUATION QUALITY REQUIREMENTS

Plan:

1. The programme director draws up the evaluation plan, in consultation with the programme committee; the plan includes information on which courses are to be evaluated and when, as well as on when a curriculum evaluation is to take place. The evaluation plan states what type of evaluation tools are to be used. As well as using quantitatively ranked questions in the student questionnaires, more qualitative ways of gathering suggestions for improvements are used (focus groups, panel discussions, observations by colleagues, feedback, etc.).
2. Courses should be evaluated with the use of student questionnaires at least once every three years. Student questionnaires should be used at least once a year for the evaluation of courses as a means of monitoring ongoing trends in education.
3. An evaluation of the entire curriculum as it stands is carried out at least once every three years. These questionnaires concern both students and lecturers, and possibly alumni and the professional field in question. The latter is particularly true if the curriculum evaluation precedes a mid-term inspection or accreditation.

Do:

4. At least once every three years, each programme or cluster of programmes should ask its alumni to give their views on the quality of the programme and its relevance to the professional field as part of the quality assurance cycle for the programme objectives and the final level of proficiency achieved.
5. Lecturers draw students' attention to the importance of student evaluations while their courses are ongoing. At the start of a course, lecturers inform students about how the previous evaluation has been used to update the course. Lecturers explain to students that it is not about assessing individual lecturers, but making improvements to teaching itself. Student evaluations are not the place to make offensive or hurtful comments.
6. Students' privacy when completing questionnaires and in the reports is guaranteed by the procedures selected and the careful implementation of those procedures.

Check:

7. The course coordinator receives the full versions of the evaluation reports and discusses them with the instructors concerned. Where necessary, the course coordinator formulates measures for improvement and discusses these measures with the programme director. The course coordinator also produces a response for the students regarding the course evaluation and the measures that have been proposed as a result of the evaluation.
8. The programme committee discusses the evaluation results with the programme director and advises on measures to be taken. For this purpose, the programme committee receives the

required information from the programme director, including the full versions of the evaluation reports.

9. The programme director discusses the results of course evaluations with the lecturers concerned, and involves them in interpreting the results and setting the measures that are to be taken. The programme director also consults with the course coordinator regarding the question of whether the course coordinator has given the students feedback on the evaluation results.

Act:

10. Students receive a report containing a visual representation of a selection of the course evaluation results, together with a response from the course coordinator regarding them. The report does not include specific scores for the lecturer; neither does it include literal quotations from students' comments.

11. After discussing the evaluation results with the programme committee and the programme director, the course coordinator sets down the measures for improvement.

12. The implementation of the evaluation plan is monitored annually by the programme director and the programme committee. The programme director discusses the relevant findings with the faculty board and takes appropriate measures regarding the teaching or the curriculum.

13. If the evaluation results come up in annual interviews, in combination with other sources of information, the main focus is on making improvements to the teaching. Results of students' evaluations are not used for the purpose of lecturer assessments. However, the way in which lecturers deal with teaching evaluations is a possible topic for discussion.

14. An annual report on the professional field advisory board and the alumni network is included in the teaching annual report and the programme annual report (summary of the professional field advisory board's recommendations and the findings of the National Alumni Survey, Alumni Monitor and other surveys among alumni).

15. At least once every six years, the Educational Policy department evaluates the quality and usefulness of the evaluation tools and how they are used in practice.

4.2   QUALITY REQUIREMENTS FOR PROFESSIONAL FIELD ADVISORY BOARDS

1. A professional field advisory board is set up for every programme or cluster of programmes; its members include representatives from the professional field.

2. The composition of the advisory boards is based on professional fields and job roles that are relevant to the programmes in question. The composition of the board takes into account the diversity of the student cohort both on these programmes and in the professional field.

3. The faculty itself determines the number of members; at least one member of each advisory board must be an alumnus, ideally a recent graduate who can share recent experiences.

4. The agenda and the documents to be sent are drawn up in consultation between the chair and the secretary based on input from the programmes.

5. The advisory boards send written reports of their recommendations to the programme directors. These recommendations are then included in the relevant programmes' annual

reports. Having considered the recommendations, the programme director sends well-substantiated feedback to the board regarding the actions that will or will not be taken.

6. The meeting of the professional field advisory board forms part of the preparations for the mid-term review, and the report of this meeting is included with the report of the mid-term review.

5 APPENDICES

Appendix 1 Guide to qualitative methods of evaluating teaching

Appendix 2 Colleagues' observations feedback form

Guide to qualitative methods of evaluating teaching
27 November 2018

Contents

Introduction: the purpose and functions of qualitative evaluation methods

This guide describes a number of qualitative methods of teaching evaluation which can be used in addition to standard digital evaluations to evaluate teaching. The guide is in line with and is an appendix to the Teaching Evaluations chapter of VU Amsterdam's Manual for Quality Assurance of Teaching and Learning. The Manual provides the policy framework for this guide and gives the necessary points of departure for how evaluation results should be used. This guide is therefore not a policy document and is not prescriptive in nature; quite the contrary, it seeks to steer lecturers, students, programme committees, directors of studies and others involved in teaching towards a meaningful use of qualitative methods of evaluation.

The aim of all qualitative methods of evaluation is to improve teaching standards. The methods discussed offer degree programmes and individual teachers the opportunity to receive feedback on exactly those aspects of teaching that the programme or teacher wants to know more about. For example, the methods make it possible to ask highly relevant questions geared towards specific educational components (e.g. the effect of a new teaching method or form of assessment), to ask more far-reaching questions about the background to experiences and positions, and to catalogue opportunities for improvement in collaboration with the discussion partners. In addition, the methods can often be used *during* the teaching period: the results can be used immediately to make adjustments to the course where necessary, to provide extra support with regard to elements that have turned out to pose difficulties, or to explain more effectively why a particular approach has been taken. A positive side effect of regular discussions and peer review is that they can contribute to the cohesion, the learning and working climate, and the culture of quality within the degree programme.

The methods relate to different levels (e.g. course or programme level), different moments (during or after teaching) and different partners in the educational process (students, teachers, programme

committees, alumni). The table below provides an overview of this, including an indication of the desired feedback for each of the evaluation methods mentioned. Each of the methods will then be discussed in greater detail.

	Method of evaluation	Level	Timing of evaluation	Those involved	Feedback
1	Quick summary of strengths and suggestions	Lecture / course	During the course (within one or more lectures)	Teachers, students	Discussion with students or feedback to students using the feedback form
2	Panel discussion	Course / larger unit of study (semester, year, curriculum)	During or after a course / after a semester, year or the entire curriculum	(Student) member of the programme committee, students (possibly: alumni)	Passing on findings to all relevant teachers and students
3	Peer observation and feedback	Lecture / course	During the course (within one or more lectures)	Lecturers	Feedback to teacher through feedback form or assessment tool
4	Peer review	Lecture / course	Any time	Lecturers	Peer review is confidential: the lecturer in question is free to determine whether and how he/she shares the findings

1.   Quick summary of strengths and suggestions

There are several ways to collect feedback from students about the teaching they receive halfway through or at the end of a course. Use can be made of digital resources such as Mentimeter, Kahoot and GoSoapBox, the Post-it Method or paper forms.

By way of illustration:

- Mentimeter example
  Various Law programmes evaluate teaching using Mentimeter, an online tool. This tool gives teachers the opportunity to ask students about specific aspects of a course or lecture.

  Students get access to the teacher's questions by entering a code at www.menti.com. The lecturer can then present the questions they have formulated to the students – both closed and open questions are possible. The students respond using their mobile phone: the anonymised answers are immediately visible on screen and the teacher can give a reaction to the student's findings, either directly or at a later date. The results can also be printed out.

- Example of Post-it Method
  A quick way of collecting feedback from students, halfway through or at the end of a course, is the Post-it Method. Students answer two questions on Post-its with two different colours: *What should stay the same about this course?* and *What could be better?* An advantage of this method is that everyone has the same opportunity to give input, and the quieter students are also included. This method also enables you to receive valuable input on other topics, for example by asking students to identify the elements they find most difficult and the areas they would like more explanation on or practice in.

  A lecturer from the Faculty of Science interprets the outcome of a Post-it inventory with her students, by clustering them in a group process. This works well with groups of up to about 25 students, and can contribute to the sense of ownership among the students and enhance their capacity to reflect.

  A teacher of Human Movement Sciences asks his students to think in his absence about different aspects of their educational experience, in particular course content, teacher performance and class performance. The students then present the findings on the board and discuss them with the lecturers. Finally, a photo of the Post-its is taken: a simple and effective way of reporting.

- Example of printed forms
  Utrecht University presents various tools on [its website](#) (in Dutch) that enable teachers to ask for feedback from their students in a relatively accessible way. The website often makes student feedback formats available. A good English-language source for printed forms is [this page](#) from the Center for Teaching at Vanderbilt University.

2.   Panel discussions

In various degree programmes, panel discussions are held during and/or after the teaching periods, for example with a fixed group of year representatives or with (student) members of the programme committee.

An evaluation at <u>course level</u> might include questions such as: which parts of the course are instructive and which are less so? Why is that? Which components do the students struggle with and what are the reasons for this? What can teachers do to make the subject more instructive and/or interesting? How does this course fit in with the rest of the programme? What can the teachers do to make the cohesion with the rest of the course clearer or stronger? How do students experience specific parts of the course (especially newly developed components)? How can these components be further strengthened?

Qualitative evaluation using panel discussions can also be an immensely valuable resource for larger educational units – <u>e.g. a year, a learning pathway or the curriculum as a whole</u>. Students and possibly also alumni and other parties involved can be consulted separately. Sample questions for the different groups can be found in the [Curriculum questionnaire](#).
     Another option is mixed panels, in which the various partners in the educational process think collectively about objectives and vision, pathways, gaps and coherence in the programme. In

order to generate and cluster as much input as possible, other forms of discussion can also be used, such as the [World Café](#).

Possible questions for an evaluation at programme level are: how is the cohesion within the programme experienced? What structure do students, teachers and alumni identify? Which programme components do you experience as obstacles, and why? Which components do students, lecturers and alumni find particularly instructive or relevant? Is there sufficient clarity on what is expected of students in the various phases of the programme? How does the programme follow on from various preparatory programmes? How are students helped to make the transition to higher education and how could that be improved? How does the programme prepare students for possible follow-up programmes or to participate in society and the job market?

Keep the following in mind:
1. *Set the objectives of the discussion in advance.* The purpose of the discussion can be general (e.g. obtaining a picture of the programme's strengths, stumbling blocks and points for improvement) or specific (how effective are the new assignments)? It is important to set the objectives clearly in advance and communicate them to the participants before the discussion.
2. *Provide a discussion guide.* Make a list of topics or questions (open or otherwise) that you want to raise in any case.
3. *Choose a neutral moderator.* Students are often more open if the discussion is moderated by member of the programme committee, who may be a fellow student, than they would be with the course coordinator or the Director of Studies. If necessary, the coordinator can be present for part of the discussion.
4. *Treat participants in the discussion as partners in improving the programme* Ensure that the participants don't simply complain: ask follow-up questions about the causes of any complaints or problems, invite the students to come up with suggestions and keep in mind that the focus is not satisfaction in itself, but learning.
5. *Ask a participant to note strengths and suggestions.* It is difficult to lead a discussion and make good notes at the same time, so let someone else take the minutes.

By way of illustration:
On the Philosophy programme, panel discussions are organized by student members of the programme committee. These student members choose students for the panel and propose questions. The questions and the set-up are discussed at a meeting of the programme committee. During the panel discussion, at which no lecturers are present, a limited number of questions are discussed (e.g. which parts of the programme work well and which work less well?). Students on the programme committee, possibly in combination with a committee member who is a lecturer, discuss the results of the panel discussions with the programme coordinator(s). A concise report of the panel discussions is sent to the head of the department, the Director of Studies and the portfolio holder for teaching.

A combination of evaluation by questionnaire and by (panel) discussion takes place at a number of Science programmes, where the cohort representatives have an important role in evaluating teaching. Using a form, the cohort representatives ask the students of the relevant year about their

opinion of a course, after which they evaluate internally to reach a recommendation. A delegation of cohort representatives enters into a dialogue with the course coordinator(s), discussing the various visions and how the course can be improved, if necessary.

VU Amsterdam also has more informal channels for communicating with students about teaching. For example, the Faculty of Law organizes 'soda sessions' where lecturers enter into an informal discussion with students about teaching. Teachers decide which students they invite. At the Faculty of Social Sciences, degree programmes regularly organize pub quizzes, where the questions asked concern not only knowledge from the programme in question, but also the students' own educational experiences.

3.   Peer observation and feedback

By attending one or more lectures, teaching staff can give valuable feedback on each other's lectures and courses. For a healthy follow-up discussion, it helps if the observer (in consultation with the colleague being observed) notes a few key points in advance, on this general feedback form, for example. For specific points of focus during the observation, the University Teaching Qualification provides a useful instrument. Utrecht University also has a peer feedback form.

By way of illustration:
In a number of degree programmes at VU Amsterdam, all lecturers are expected to observe one class a year taught by a colleague. A timetable is drawn up for this purpose at the start of the academic year.

4.   Peer review

In peer review, colleagues do not identify points for improvement or provide solutions, but they help a fellow teacher analyse a specific problem and explore possible solutions. One such problem might be: the students in my seminar are so passive, and I can't seem to get them motivated. Or: attendance at my second-year lectures is dwindling by the week. Or: students always score surprisingly low on part x of the test.

There are several methods to help ensure that peer review participants explore the problem systematically and do not to immediately fall back on their own solutions ('What I always do...'). One of the best known and most basic is the incident method, which can be found in this document (in Dutch). See also this page of The Society for Education and Training.

Appendix 1: questionnaire for (interim) panel discussion

1. What is your overall impression of the course? What are the strengths? Are there specific aspects or problems that you would like to address?
2. What is the most important thing you have learnt on this course (to date)?
3. How does this course fit in with the structure and content of your programme?
4. Does the level of the course match your existing knowledge and educational background? How is the diversity of backgrounds among the students addressed? How might this be done even more effectively?
5. What do you think of the provision of information on this course? Do the syllabus and the Canvas environment provide enough clarity about content, course material, assignments, assessment? What do you think of the practical organization of the course?
6. What do you think of the structure of this course? And what about the structure of the individual classes?
7. What do you think of the material used (such as books or articles) on this course (difficult/easy, relevance clear, adequately addressed in class?)?
8. What do you think of the self-study assignments (are they relevant to the learning objectives; do they correspond well with class activities and content; are they spread sufficiently over the period?)?
9. What qualities do you appreciate in the teacher? What could the teacher do more of to help you learn?
10. Can you think of suggestions for improving the course as a whole?

Appendix 2: In-class evaluation form

1. What is your general impression of the course? Are there particular aspects/problems you'd like to address?
2. Is it clear to you how this course fits in with the structure and content of the study programme?
3. Did your background equip you for the level of this course? And was the diversity of students' backgrounds beneficial to the classes?
4. What about the information provided? Are the syllabus and the Blackboard page clear enough about the content, course material and assignments?
5. What is your impression of the structure of this course? And what about the structure of the individual classes?
6. What have you learned in this course?
7. What are your impressions of the material? (too much, too hard/easy? was the material dealt with productively in class?)
8. What about the assignments? (evenly spread over the semester? well connected to the material and lectures?)
9. Were the practicalities of the course (seminar groups, auditoriums, canvas access) well-organized and communicated clearly?
10. Which practices/qualities of the lecturer did you appreciate? What could be improved?
11. Can you come up with suggestions for improvements for the course as a whole?

Appendix 3: Curriculum questionnaire

For students/graduating students

1. What do you think about the connection between this programme and your prior education?
2. How are you experiencing the transition to higher education (or: to the Master's programme) and the level of support you receive from the programme?
3. What do you think of the design and structure of the programme?
4. What do you think of the programme's various teaching methods?
5. What do you think of the proportion of the number of contact hours to the amount of self-study?
6. What do you think of the quality of the lecturers (expertise, teaching skills, organizational skills)?
7. Which programme components do you experience as obstacles, and why? Which components do you find particularly instructive or relevant?
8. What do you think of the amount of emphasis the programme places on academic skills such as writing papers and giving oral presentations?
9. What do you think of tests and other forms of assessment in the programme? And what do you think about the lecturers' feedback on your presentations, assignments and papers?
10. What do you think of the academic guidance in the programme (mentorship/tutoring, academic advisors)?
11. What do you think of the logistical organization (scheduling, information provision, lecture rooms, digital learning environment, registration for courses and examinations)?
12. What do you think of the information provided about careers and the link to professional practice (work placement, guest lectures)?

Additional questions for graduating students

13. What do you think of thesis supervision and assessment?
14. Can you think of suggestions for improving the programme as a whole?

For alumni

1. What do you think of programme content (breadth, depth, theory versus practice, level of difficulty)?
2. What do you think of the academic skills you developed while on the programme?
3. What do you think of your lecturers' understanding of professional practice and their links to the professional field?
4. What do you think about the connection between this programme and professional practice or your next degree programme?
5. What do you think of your programme as a basis for the further development of your knowledge and skills (in your next degree programme or in professional practice)?

Feedback on a teaching session

Feedback from:	
Lecturer:	
Learning goal / focus of the observation:	
Date:	

Qualities: Name at least three aspects that you liked.

1	
2	
3	

Discussion: How did these qualities help you (or if you are a fellow lecturer: the students) learn?

Tips: What could the lecturer have done to support or encourage the students' learning even more? Provide at least three concrete suggestions for improvement.

Tip 1	
Tip 2	
Tip 3	