Assessing the **IMPACT** of Our Teaching

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4 January 2003

**What to assess?**

- **Teaching content**
  - Syllabus, objectives, teaching materials, workload, assignments, projects, resources, etc.
- **Teaching process**
  - Lecturing, interaction, feedback, coaching, etc.
- **Learning outcome**
  - Mastering of the subject content, interest in the subject or program, problem-solving skills, etc.
- **Identify good practices and learning obstacles.**
- **Lecturers**
- **Effectiveness of new teaching approaches**
What is the impact of my teaching?

- Does my teaching
  - Equip students with solid subject knowledge?
  - Excite students with the subject content?
  - Help turn around some non-motivated students?
  - Change students’ attitude and approaches toward learning?
  - Help students observe integrity and professionalism in their studies?

Measuring the “short-term” impact

- Pre-teaching and post-teaching surveys
- Four classes of questions:
  - Interests in the subject
  - Group study patterns
  - Integrity and professionalism
  - Internal-error checking
Group studies

- Formed study groups in the first week.
- Each study group attended tutorials and labs together.
- A mutual assessment scheme in the group project
  - Evaluated my own contribution.
  - Evaluated other members’ contributions.
  - An overall project grade plus a possible upgrade/downgrade based on the mutual assessment results

Integrity and professionalism

- Spelled out the consequences of plagiarism and copyright violation.
  - 200% mark deduction for plagiarism
- The first assignment was to find out the IEEE Code of Ethnics and state how to apply them as students.
- “Open” assignments
- Open-book tests and examination
Computer Networking is an important subject area in the course curriculum.

![Bar chart showing pre-teaching and post-teaching responses for Computer Networking.]
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You will copy other classmates’ assignments “if necessary.”

You will cheat on tests and/or examinations “if necessary.”
You are interested in Computer Networking.

<table>
<thead>
<tr>
<th></th>
<th>Pre-teaching</th>
<th>Post-teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>18.2%</td>
<td>31.5%</td>
</tr>
<tr>
<td>Agree</td>
<td>71.7%</td>
<td>32.55%</td>
</tr>
<tr>
<td>Neutral</td>
<td>9.8%</td>
<td>17.04%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0.6%</td>
<td>3.38%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0.0%</td>
<td>2.13%</td>
</tr>
</tbody>
</table>

To summarize,

- The ultimate goal of teaching is to make an impact on our students.
- The impact usually cannot be assessed adequately using SFQ-like surveys.
- The impact cannot be simply measured based on a majority vote.
- The impact, by definition, must have a long-term effect.
- The impact made in a single subject is sometimes limited.
A teacher affects eternity, no one can tell where his influence stops.

-- Henry Adams