



## Feedback on Your Teaching

Evaluation of learning and teaching is "concerned with the effects of our teaching on our students' learning, and the ways we can change teaching so that it best brings about the sort of learning we value." (Ramsden & Dodds 1989, p.2)

When we carry it out effectively and use it appropriately, evaluation can:

- enhance student learning and the student experience
- facilitate and inform our professional development as educators
- promote quality assurance and improvement.

Seek feedback on your learning and teaching practice:

- both formally and informally
- from a variety of sources including your students, colleagues and peers, and
- through your own process of critical reflection.

Incorporate this feedback in both your formative and summative evaluations. These terms refer to the general purpose and timing of evaluation:

- *Formative* evaluation is generally carried out during the course of teaching. Use it to monitor progress and determine whether you should make immediate changes.
- *Summative* evaluation is generally carried out towards the end or at the completion of a course of teaching. Use it to:
  - ascertain how effective the course has been in supporting student learning
  - establish the extent to which aims and outcomes have been achieved, and
  - assist in planning future teaching.

## For more information

To find out more about how to gain feedback:

- from your students
- from your peers and
- through self-reflection,

and about how to respond to feedback, read the following document: [Ideas for gaining and responding to feedback](#)

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## Reference

1. Ramsden, P. and A. Dodds, *Improving teaching and courses: A guide to evaluation*, Melbourne, Centre for the Study of Higher Education, University of Melbourne, 1989.

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