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GUIDANCE FOR PERFORMING TEACHER SELF-EVALUATION IN ORDER TO ENHANCE THE QUALITY OF TEACHING AT HIGHER EDUCATION INSTITUTIONS IN THE ASIA-PACIFIC REGIONS

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Abstract

Adaptation to globalization and diversification in Higher Education opens new horizons and leads to re-engineering of the existing higher education (both teaching and learning) in order to cope with the expanding scope and differences. Consequently, Higher Educational Institutes (HEIs) will need to adopt new theories and practices to dissolve the boundaries of quality in HE. The Internal Quality Assurance subdivisions of HEIs play an important role in these processes and will need to focus on and guide the 'enhancement' of teaching and learning quality. This enhancement could be achieved by a variety of ways with the aim to develop quality in teachers. This is bound to result in the quality of the teaching process. When developing the quality in teachers', it is vitally important to have positive perceptions towards the changing needs. Thus, the Teacher Self Evaluation method (TSE) directly helps individuals improve their perceptions in the positive way and thereby achieve most of the characteristics of a quality teacher. Therefore the guidelines of good practices applicable to IQA units/evaluators for effective teacher evaluations/assessments, the characteristics of a quality teacher, the enhancement of the teaching quality at HEIs in the Asia-Pacific regions as well as the issues which disrupt the TSE have become vitally important for the teaching practice.

1.0 Introduction

1.1 Rationale

Globalization and diversification in Higher Education (HE) opened up new horizons to the academic community, and as a result, there has been a significant increase in the number of students in higher education institutions and acceleration of the international student mobility on the global level. Thus, the existing higher education in other words, the processes of giving (teaching) and receiving (learning) systematic instructions, also need to be re-engineered to meet the expanding scope and differences. Therefore it is obvious that, the necessity to dissolve the boundaries of quality regions in HE has become increasingly important.

Consequently, Higher Education Institutions (HEI) will need to adopt new theories and practices which have been developed in various aspects of teaching and learning to assure and implement vigorous quality effectively and efficiently in HE. This is where the Internal Quality Assurance (IQA) subdivisions of HEIs play an important role and these IQA units will need to focus and guide on the ‘enhancement’ of teaching and learning quality rather than on the ‘process’ of teaching and learning only.

This enhancement of teaching and learning quality could be achieved in various ways such as: by improving the support given by governmental and educational authorities, by establishing teacher unions and by producing quality teachers.

On the other hand, according to UNICEF (2002) “Quality is non-negotiable for all stakeholders, including governments, donors and teachers. As noted by Elie Jouen, Deputy Secretary-General of Education International, teachers are pivotal to achievement in the classroom...”. Not only that, according to UNESCO, “It is evident that a sufficient number of competent teachers is required in order to improve the quality of educational processes.” And further, the Ministers of Education who met at UNESCO during 32nd general conference endorsed that, “...indispensable the role of teachers as purveyors of knowledge and values and as community leaders responsible for the future of our young. We should do everything in our power to support them and to learn from them”. Hence, it is clear that, planting quality in teachers will harvest robust quality in the teaching process and subsequently, it will provide and maintain higher quality of tertiary education.

According to the research evidences, there are numerous approaches to assess teachers to ensure quality teaching and some of these are as follows: peer observation, observations by the head of the department and/or dean, observations by external evaluators, Assessing teachers using their student achievements (value-added models), students’ ratings, Teacher Self Evaluation (TSE), teacher portfolios, Student Evaluation of Teachers (SET) mid-course, end-course or regular assessment, alumni feedback and surveys, focus group interviews of students and analysis of classroom artefacts.

Furthermore, there are six common components which should be considered when assessing teacher quality in order to ensure quality teaching and these are: (pedagogical) content knowledge, quality of instruction, classroom climate, classroom management, teacher beliefs and professional behaviors.

At this point it is also important to understand the characteristics of a quality teacher. Accordingly, the identified characteristics are: “Friendliness and congeniality, good personality, deep knowledge and great education, good communicator, good listener, good sense of humor, kindness, contagious enthusiasm for teaching, creative, encourager and motivator”, etc.

When carefully examining the above mentioned characteristics of a quality teacher, it is clear that, most of the above characteristics could be achieved by the positive development, maintenance, and modification of individual perceptions towards the changing needs of the globalized higher education.

On the other hand, according to empirically-oriented psychologists, self-evaluation causes the development, maintenance, and modification of an individual’s perceptions. Furthermore, there are four key self-evaluation drives namely: “self-enhancement, self-assessment, self-verification, and self-improvement”.

Thus, all these taken together clearly emphasize that Teacher Self Evaluation (TSE) directly supports individuals to achieve most of the characteristics of quality teachers and successively leads to the production of quality teachers in HE. (**Figure1.1**).

Therefore, the current issues which disrupt TSE, guidelines of good practice for IQA units/evaluators to conduct teacher evaluations/assessments effectively, characteristics of a quality teacher and finally guidelines of good practices to perform TSE effectively for the enhancement of teaching quality in HEIs in the Asia-Pacific regions have become vitally important.

1.2 Aims and Objectives

The aim of this paper is to promote guidelines of good practices to perform TSE effectively for the enhancement of the quality of teaching at HEIs in the Asia-Pacific regions under the guidance of the respective IQA unit.

The objectives are as follows:

- ✓ To list the identified issues which disrupt the TSE process;
- ✓ To list the practical Guidelines for IQA units to conduct and encourage TSE effectively at HEIs;
- ✓ To identify characteristics of a quality teacher;
- ✓ To list the guidelines of good practices to perform TSE effectively for the enhancement of teaching quality at HEIs in the Asia-Pacific regions.

1.3 Advantages of this Study

The current research :

- ✓ Helps institutional IQA units, teachers and evaluators identify the issues which disrupt the TSE process;
- ✓ Provides clear guidelines for IQA units to conduct and encourage TSE effectively at HEIs;
- ✓ Supports the identification characteristics of a quality teacher;
- ✓ Provides clear guidelines of good practices required to perform TSE effectively for the enhancement of teaching quality at HEIs in the Asia-Pacific regions.

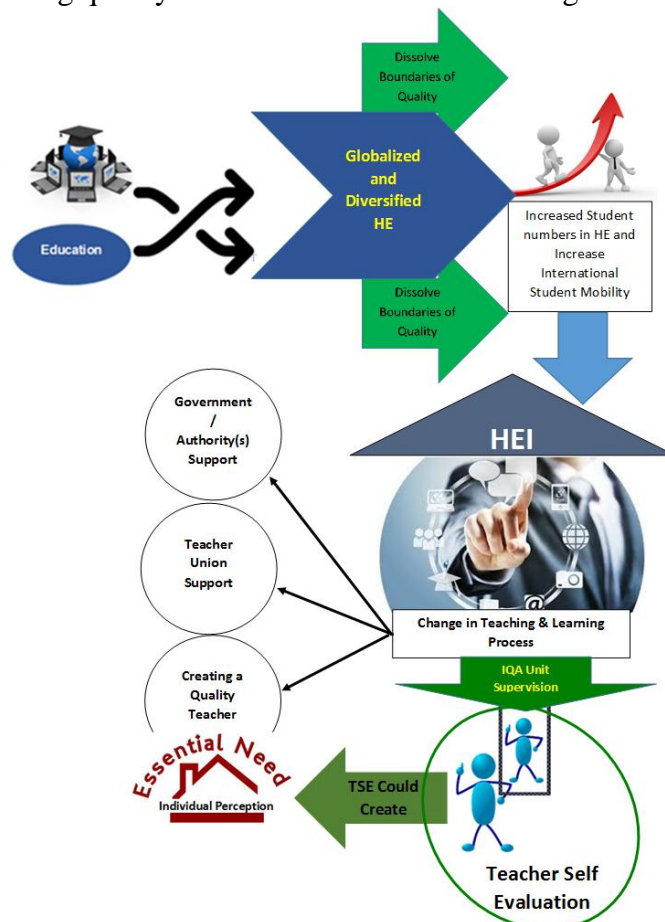


Figure1.1: Improving Teaching Quality using TSE in Higher Education (Author, 2017)

2.0 Instructions to remember when using the guidelines

When using the guidelines please note that:

- These Guidelines are proposed based on the experience and achievements gained by the South Asian Institute of Technology and Medicine (SAITM) IQA committee;
- SAITM IQA was formulated in May, 2011 and by July 2012 became an Institutional member of the Asia Pacific Quality Network (APQN). APQN recognized and awarded SAITM IQA as the *APQN's best/Model QA award* in 2014;
- All these are sensible guidelines of good practices which could be followed by any interested institutional IQA units;
- These Guidelines are intended to promote good practice;
- These Guidelines help institutional IQA units, teachers and evaluators overcome or minimize the identified issues to practice TSE effectively and guide to successful conduct of TSE for the enhancement of their teaching quality and thereby, help to dissolve the quality boundaries at HEI(s).
- These guidelines are a continuation of the previously introduced guidelines.

3.0 Identified issues with current teacher evaluation systems at the HEIs in the asia-pacific regions

Before exploring the good practices, this section identifies the issues evident in the current teacher evaluation systems. Further please note that, "Issue 1" means 1st issue but, these numbers do not indicate any sequence. Also, it is important to note that, the issues below are the common issues regardless of the technique utilized for teacher evaluation such as: peer observations, observations by the head of the department and/or dean, observations by external evaluators, Assessing teachers using their student achievements (value-added models), students' ratings, Teacher Self Evaluation (TSE), teacher portfolios, Student Evaluation of Teachers (SET) mid-course, end-course or regular assessment, alumni feedback and surveys, focus group interviews of students and analysis of classroom artefacts.

Table 1. Identified issues evident in the current teacher evaluation systems

Issue Number & Name	Description
Issue 1: Evaluations are conducted for compliance, not for improvement	It is a fact that, most of the HEIs conduct teacher assessments semester wise and/or annually just for the compliance but not with the intention of improvement. Most of the time although these assessments are conducted the results are not revealed to the teacher. Thus, no or minimum room is available for improvements.
Issue 2: Unavailability of well-defined and detailed set of good practices to be followed to improve teacher's teaching quality	Teachers, IQA units and evaluators are not clear about a common set of good practices to be followed to improve teaching quality.
Issue 3: Lack of time and resources allocated by the management	The amount of time and resources allocated to conduct evaluations are limited due to be busy schedules.
Issue 4: Most evaluations pay little or no attention to the performance of students	In practice, most evaluations pay little or no attention to the performance of students as evaluations are regularly focused on easy to observe practices such as: classroom management and whether students are on task, rather than looking for evidence that students are actually mastering the Intended Learning Outcomes (ILOs)
Issue 5: Evaluations are conducted on pre-defined schedules mandated by management of the HEIs	At present, teacher evaluations are conducted on pre defined schedules mandated by management of the HEIs. Thus, actual needs of teachers are not addressed and those have no sense of urgency about which teachers' work needs more careful support or scrutiny
Issue 6: Use of uniform system to evaluate all teachers	Current evaluations do not support the professional development of the teachers and those do not support to improve the areas in which they need additional knowledge or skills

Issue 7: Evaluation systems are not flexible	Teaching evaluation systems should be flexible to accommodate diversity in instructional methods such as: lecture, discussion, lab, case study, small group interaction, practicum, studio, field work, clinical work. etc.
Issue 8: Evaluation system adopted are not credible and acceptable	Since different disciplines require different methods and settings for instruction, they require different methods and criteria for evaluation. But. most of the time the management decide the evaluations type and criteria but, the consent of the groups involved are not obtained.

4.0 Guidelines of good practices for IQA units/evaluators to conduct teacher evaluations effectively at HEIs in the asia-pacific regions

Table 2: Identified guidelines of good practices to avoid and/or mitigate issues in the current teacher evaluation systems (Author, 2017)

Issue	Good Practice
Issue 1: Evaluations are conducted for compliance, not for improvement	<ul style="list-style-type: none"> • Upon the completion of the evaluation(s), the results should be revealed to the teacher with evidences and subsequent discussions should be conducted then and there with the relevant authorities to discuss about the improvements. • At the end of the discussion(s), copy of the evaluation results along with the recommendations decisions of the discussion should be maintained by the teacher for future references and the another copy should be maintained at the faculty or Registrars department for official purposes. • Note: IQA units should encourage teachers to perform Teacher Self-Evaluation (TSE) as these are absolutely conducted by the teacher him herself with an individual intention for self-improvements. IQA could provide the guidance and the scrutiny.
Issue 2: Unavailability of well- defined and detailed set of good practices to be followed to improve teacher's teaching quality	<ul style="list-style-type: none"> • IQA units Evaluators should maintain a well-defined and detailed set of good practices, criteria and assessment methods to be followed to improve teacher's teaching quality and this should be accessible by all parties involved at the HEI.
Issue 3: Lack of time and resources allocated by the management	<ul style="list-style-type: none"> • Sufficient time should be allocated from the academic calendar to conduct teacher assessments • IQA unit of die HEI with die support of the faculty/department could facilitate to conduct and analyze teacher assessment and subsequent results. • IQA units should encourage teachers to perform Teacher Self-Evaluation (TSE) as these do not need additional planning, time or resources. IQA could provide the guidance and the scrutiny
Issue 4: Most evaluations pay little or no attention to the performance of students	<ul style="list-style-type: none"> • Evaluations must be conducted equally considering common components such as: Pedagogical content knowledge. Quality of instruction. Classroom climate. Classroom management, Teacher beliefs and Professional behaviors
Issue 5: Evaluations are conducted on pre-defined schedules mandated by management of the HEIs	<ul style="list-style-type: none"> • Practically, conducting teacher evaluations on request then and there other than the scheduled ones would not be possible and/or easy to handle. • Thus, IQA units should encourage teachers to perform Teacher Self-Evaluations (TSE) as per a need arise and the IQA unit should facilitate this by providing guidance and/or scrutiny.
Issue 6: Use of uniform system to evaluate all teachers	<ul style="list-style-type: none"> • Different disciplines require different methods and settings for instruction and thus, teaching evaluation systems should be flexible to accommodate diversity
Issue 7: Evaluation systems are not flexible	<ul style="list-style-type: none"> • IQA units should encourage teachers to perform TSE as these are absolutely flexible under their guidance and scrutiny
Issue 8: Evaluation system adopted are not credible and acceptable	<ul style="list-style-type: none"> • Before adopting teaching evaluation systems, the faculty/department members should determine their criteria for effective teaching. • Departments and schools could then take responsibility for developing their own evaluation methods under die guidance of the IQA unit committee. • Then these evaluation criteria and must be reviewed for compatibility within the university, standards, understood, and accepted by all groups involved before the implementation and promotion at theHEI. • IQA units should encourage teachers to perform TSE as these are absolutely credible and acceptable if conducted under guidance and scrutiny of the IQA unit.

This section aims to introduce guidelines of good practices to avoid and/or mitigate those issues effectively.

Few Additional guidelines of good practices to avoid and/or mitigate the issues in the current teacher evaluation systems

- ❖ Evaluation should be frequent and must be conducted by experts;
- ❖ Evaluation leading to teacher tenure must be more intensive and should be an ongoing part of a serious teaching induction process that helps novices raise in their profession, with the help of mentors and coaches, guided by clear standards of practice;
- ❖ Train the trainers: There should be strong training opportunities available for evaluators/assessors;
- ❖ Evaluation should be accompanied by useful feedback, connected to professional development opportunities, and reviewed by evaluation teams;
- ❖ TSE should be a part of an overall strategy for improving the teaching quality. TSE should be used along with other assessment methods (e.g., mid-semester feedback, STE, peer observation, teaching portfolios, etc.)

5. 0 Identified characteristics of a quality teacher

The identified characteristics are as follows:

Table 5: Characteristics of a good teacher

Characteristics	Description
Friendliness and amiability	Students should be able to share any problems, doubt with teachers. Also quality teachers are good-natured.
Good personality	Students always get attracted to teachers with good personality which leads to better communication, understanding, and ultimately good results. Quality teachers possess a good, decent, likable, and presentable personality and also will dress sensibly well, smell good, and be a little gentle and kind.
Deep knowledge and great education	Quality teachers will sign up with only that subjects which they have really good expertise, knowledge and confidence. Simply, if you do not have a confidence on something how could you make another person confident on it?
Good communicator	Quality teachers are good and a clear speaker. Sometimes although teachers possess knowledge due to lack of communication skills they cannot explain and express what is there in their heads.
Good sense of humor	A quality teacher is the one who can keep up with his/her sense of humor, and with his/her strong communication skills and personality, can also maintain the discipline of the class
Good listener	Good teachers work on increase their serenity and as a result, they become better listeners.
Kindness and fairness	Good teacher is a gentle, kind, chivalrous, and benevolent person
Contagious enthusiasm for teaching	Quality teachers will love teaching as well as his/her students. Teaching is a passion other than a duty.
Creative/Innovativeness	Quality teachers are technologically updated other than theory. Also should practice creative and innovative techniques other than contemporary teaching methods.
Encourager	Quality teachers can inspire their students and boost up the spirit of students
Motivator	Quality teachers can be the stimulus or reason behind the success of his/her students.

6.0 Guidelines of good practices to perform TSE effectively for the enhancement of their teaching quality at HEIs in the asia-pacific regions

This section concentrates on identifying the guidelines of good practices to perform TSE effectively for the enhancement of the teaching quality at HEIs in the Asia-Pacific regions.

Table 4: Guidelines of good practices to perform the TSE effectively for the enhancement of their teaching quality at HEIs in the Asia-Pacific regions (Author, 2017)

Assessing component/area	Assessing criteria & possible model questions	Required quality teacher characteristic
Good classroom climate	Create and maintain the environment for learning ❖ Do you: <ul style="list-style-type: none"> • encourage students to express and examine their ideas, opinions and values. • encourage students with a reasonable measure of humor, praise, commendation and constructive criticism. 	encourager, motivator, good sense of humor

	<p>Provide a motivational environment for students</p> <ul style="list-style-type: none"> ❖ Do you: <ul style="list-style-type: none"> • realise that certain aspects of teacher performance (e.g. Drama, tonality of voice, expressions, gesture, posture, etc.) and enthusiasm affect students' motivation? • use desirable digressions and discussions on topics of student interest and current events? 	<p>good personality, contagious enthusiasm for teaching</p>
Higher pedagogical/academic knowledge	<p>Maintain a sensible balance between teacher-centered and student-centered activities</p> <ul style="list-style-type: none"> ❖ Do you: <ul style="list-style-type: none"> • ensure that students talk more than you do? 	<p>good listener, friendliness and amiability, deep knowledge and great education</p>
	<p>Use effective questioning techniques</p> <ul style="list-style-type: none"> ❖ Do you: <ul style="list-style-type: none"> • have to explain your question always to get satisfactory responses? • use questions which require students to use a variety of cognitive processes in answering? • use the methods that effectively spread questions throughout the class, and accept answers in such a way as to encourage further participation? 	<p>deep knowledge and great education, good communicator</p>
	<p>Use techniques that make clear the purpose and content of each lesson</p> <ul style="list-style-type: none"> ❖ Do you: <ul style="list-style-type: none"> • use summaries, reviews, recaps and overviews at the beginning and end of the lesson appropriately? • emphasize the important points? 	<p>contagious enthusiasm for teaching, good communicator, deep knowledge and great education</p>
Higher quality of instruction/teaching strategy	<p>Use diverse and effective methods of presentation</p> <ul style="list-style-type: none"> ❖ Do you: <ul style="list-style-type: none"> • use techniques such as: questioning, group discussions, laboratory, debates, panels, demonstrations, lectures, role playing, team teaching, independent study, debates and simulation games where suitable, etc? 	<p>creative attitude/innovativeness, contagious enthusiasm for teaching, friendliness and amiability</p>
	<p>Provide written and oral assignments requiring analytical and critical thinking</p> <ul style="list-style-type: none"> ❖ Do you: <ul style="list-style-type: none"> • use assignments which require students to comprehend ideas, apply these ideas, analyze, synthesize and evaluate information? 	
	<p>Evaluate effectively, thereby improving both teaching and learning</p> <ul style="list-style-type: none"> ❖ Do you: <ul style="list-style-type: none"> • use students' achievements as a measure of your teaching effectiveness? • invite students to give a brief written feedback of the session and things to improve on the first day after the first session? 	
	<p>Utilize community resources to enrich the classroom program</p> <ul style="list-style-type: none"> ❖ Do you: <ul style="list-style-type: none"> • feel positive, like and believe peer-observation? 	<p>creative attitude/innovativeness, good personality</p>
Good classroom management	<p>Classroom procedures are designed to develop the positive learning environment</p> <ul style="list-style-type: none"> ❖ Do you: <ul style="list-style-type: none"> • set and maintain a high standard of decent and courteous language? 	<p>good personality, friendliness and amiability, good sense of humor</p>
	<p>Have an effective method for dealing with clerical matters</p> <ul style="list-style-type: none"> ❖ Do you: <ul style="list-style-type: none"> • keep accurate records of administrative matters and promptly reply the office requests? 	
Positive teacher beliefs and professional behaviors	<p>Strive to upgrade my professional competence</p> <ul style="list-style-type: none"> ❖ Do you: <ul style="list-style-type: none"> • actively participate in training sessions, workshops, research work. 	<p>good personality, friendliness and amiability, contagious enthusiasm for teaching, creative attitude/innovativeness</p>
	<p>Make use of available means of evaluation to improve teaching</p> <ul style="list-style-type: none"> ❖ Do you: receptive to the suggestions of your colleagues? 	

	Take an active part in continuing curriculum development ❖ Do you: <ul style="list-style-type: none"> • evaluate the effectiveness of the courses of study that you teach with regard to students' interest and relevance to the modern scene? 	
Good inter-personal relationship with students, staff and other stakeholders	Consistently fair and impartial with students ❖ Do you: <ul style="list-style-type: none"> • respect the dignity of each young person and try to ensure that any rewards and punishments used are appropriate to the situation? 	Good sense of humor, good personality, friendliness and amiability, contagious enthusiasm for teaching, creative attitude/innovativeness, kindness and fairness
	Recognize my responsibilities in helping students to mature socially and to achieve self-realization ❖ Do you: <ul style="list-style-type: none"> • try to be an "accessible" person who is available with a sympathetic ear when needed? 	
	Attitude and efficiency at work has an effect on other staff members ❖ Are you: <ul style="list-style-type: none"> • considerate in relation to the workload and feelings of secretarial, custodial and paraprofessional staff? 	
	Make use of contacts to promote confidence and goodwill towards the study programs and staff ❖ Do you: <ul style="list-style-type: none"> • positively present your school/institute and the teaching profession? 	good personality
Active contribution to the total school effort	Fulfillment of extra duties ❖ Do you: <ul style="list-style-type: none"> • think that your colleagues know your positive attitude and are always prepared to assist whenever necessary? 	encourager, motivator, good personality, friendliness and amiability, good communicator, good listener, creative attitude/innovativeness
	The concern of my students goes beyond the teacher-pupil relationship ❖ Do you: <ul style="list-style-type: none"> • encourage the students to take action to improve the school environment, to respect the school property and that of others? • make administrative decisions for good, and use the proper channels to modify those decisions with which you disagree 	
	Try to promote the positive climate at school ❖ Do you: <ul style="list-style-type: none"> • make a genuine effort to meet and help new staff members and actively participate in staff, social and recreational activities 	

6.0 Conclusions

Adaptation to globalization and diversification in Higher Education (HE) has open up new horizons. As a result the processes of teaching and learning also need to be re-engineered. Therefore, it is necessary to dissolve the boundaries of quality areas in HE.

Higher Educational Institutes (HEI) will need to adopt new theories and practices in various aspects of teaching and learning in order to assure and implement appropriate quality. Consequently, IQA units will need to focus and guide on the 'enhancement' of the teaching and learning quality.

This enhancement could be achieved by a variety of ways. The development of quality teachers will inevitably result in the quality of the teaching process.

In the process of the teachers' quality development the individual perceptions towards the changing needs exert a huge impact.

The TSE helps individuals improve their perceptions in the positive way and thereby, achieve most of the characteristics of a quality teacher.

Thus, the following issues were defined and listed:

- ✓ Current issues which disrupt the TSE;
- ✓ Guidelines of good practice to conduct teacher evaluations effectively;
- ✓ Characteristics of a quality teacher;
- ✓ Guidelines of good practices to perform TSE effectively for the enhancement of the teaching quality at HEIs in the Asia-Pacific.

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