

## IDENTIFYING CRITERIA TO EVALUATE TEACHING: A CASE STUDY

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### ABSTRACT

In order to meet the demand of the quality assurance process to evaluate teaching, curriculum development and assessment of learning across the institution, the University of Port Elizabeth (UPE) has created an Academic Planning Committee. This Committee tasked the author with preparing a discussion document that identifies the criteria by which teaching will be evaluated.

The case study method of triangulation was used in order to derive reliable criteria relevant to UPE from several different sources. The first sources of information were the Mission Statement and the Core Values developed by the Broad Negotiating Forum. Secondly, the University's Strategic Direction Statement was consulted. Thirdly, criteria developed by the South African Qualifications Authority (SAQA) for the evaluation of programmes were used. Finally, research into the characteristics of effective teaching was selected. Criteria to evaluate teaching were derived from each source and then analysed to identify correspondences and contradictions.

The paper traces the process by which principles of teaching were derived from each source, and discusses critically the limitations of teaching evaluation for quality assurance, and the question of whether it can be integrated with teaching development programmes.