

Managing Academic Affairs from Theory into Practice: a Direct Experience from Myanmar Academic Leadership

Management of University Quality Assurance: Student' Quality Assurance

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Prof. Aurora del Rio,
University of Granada.

Prof. Nilar Myint Htoo and Prof. Soe Thu,
Yangon University of Economics

Prof. Thida Win and Prof. Min Min Yee,
Mandalay University

Teachers evaluation by students. What for?



Powerful form of feedback about teaching practices

To inform teachers about their teaching practice in the opinion of their students by identifying strengths and weaknesses, positive qualities...

Promotion

To facilitate the participation of teachers promotion processes

Make decisions

To provide information to the managers to monitor the quality of the degree.

Yangon University of Economics

Procedure for the collection of Teacher Evaluation Surveys

1. Preliminary Phase (Previous to the Implementation of the Surveys)
 - 1.1 Student-interviewer materials needed in the application of the surveys
 - 1.2 Recommendations for the evaluator prior to the implementation of the surveys
2. Implementation phase of the surveys
 - 2.1 Instruction for student-interviewer and survey application
 - 2.2 Recommendation for student-interviewer presentation and survey process to class/student group
 - 2.3 Distribution of evaluation questionnaires
 - 2.4 Collection of the evaluation questionnaire and closing of the envelopes
 - 2.5 Withdrawal from the evaluation scenario
3. Possible issues in the procedure for implementing the surveys
 - 3.1 The teacher is not in the classroom at the scheduled time
 - 3.2 The teacher is not in the classroom at the scheduled time and student body is not either
 - 3.3 The teacher refuses to let the survey be carried out
 - 3.4 The teacher has an inadequate attitude towards the evaluation process
 - 3.5 The teacher wants to do the survey another day or another time

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A plan for action for the piloting phase

The pilot survey will be carried out on the first week for May, 2019 in Yangon University of Economics. The target population are students who are studying at Master of Banking & Finance (MBF), Master of Applied Statistics (MAS) and Master of Development Studies (MDevS). A random sample (10%) of students from each programme will be chosen to participate in this pilot survey. We will ask Rector for his approval to conduct this pilot survey and will follow the procedure for the collection of teacher evaluation surveys that were already sent to us.

Teachers evaluation. The tool



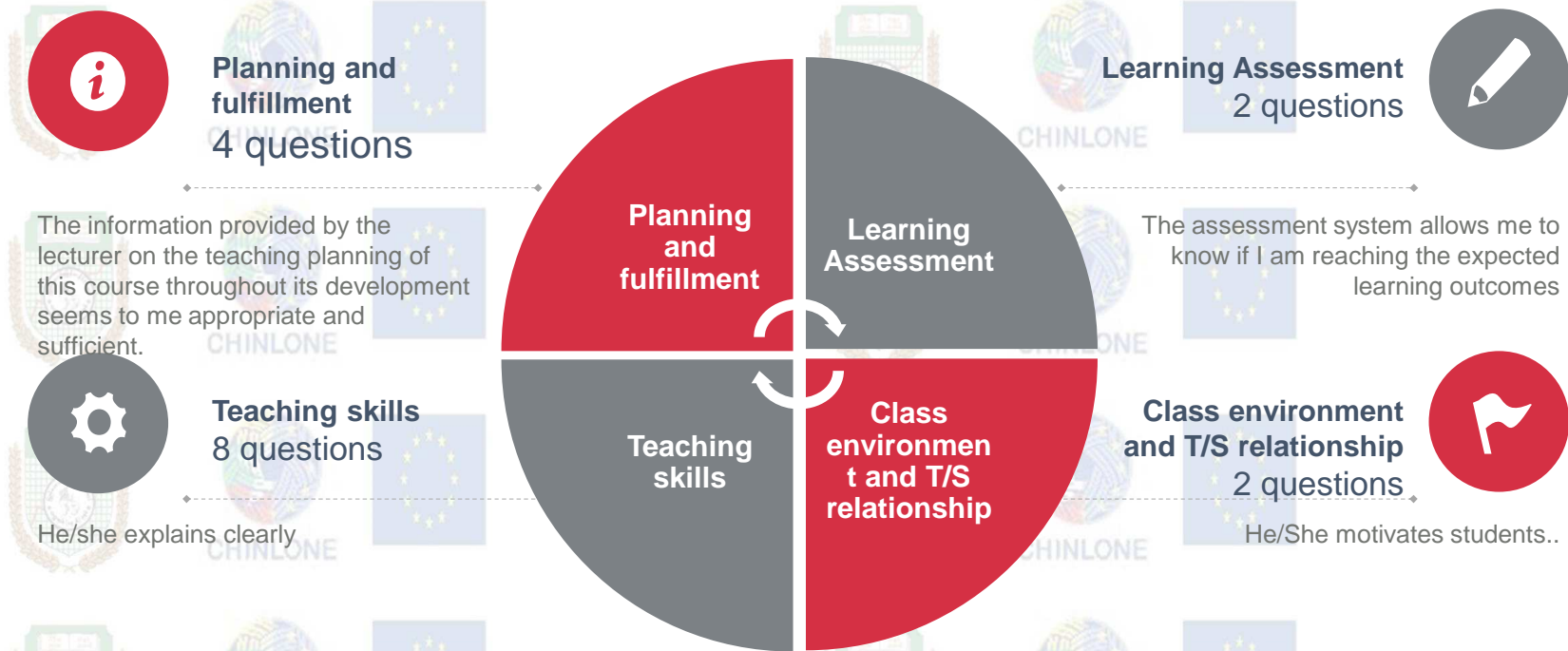
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စဉ်	အကြောင်းအရာ	၁	၂	၃	၄	၅	N/A
၁	ဆရာ/မ၏ ဘာသာရပ်သင်ကြားမှု စီစဉ်ထားရှိပုံနှင့် သင်ကြားမှုသည် ဘာသာရပ်ကို ကောင်းစွာနားလည် သဘောပေါက်စေရေးအတွက် သင့်လျော်ပြီး ပြည့်စုံလုံလောက်မှု ရှိပါသည်။	၁	၂	၃	၄	၅	N/A
၂	ဆရာ/မ၏ သင်ကြားမှုလမ်းညွှန်သည် ကြိုတင်တွေးဆနိုင်သော အတွေးအမြင် ရလဒ်ရရှိစေရန် ဆောင်ရွက်ထားရှိပါသည်။	၁	၂	၃	၄	၅	N/A
၃	ဆရာ/မသည် သင်ကြားမှုလမ်းညွှန်နှင့်လျော်ညီစွာ အကဲဖြတ် စစ်ဆေး နိုင်သော စံနှုန်းစနစ်များ ဆောင်ရွက်ထားရှိပါသည်။	၁	၂	၃	၄	၅	N/A
၄	ဆရာ/မ၏ ဘာသာရပ်ဆိုင်ရာ ထပ်ဆင့်ရှင်းလင်းမှုသည် ကျွန်ုပ်၏ လိုအပ်ချက်နှင့် အံဝင်ဝင်ကျဖြစ်ပါသည်။	၁	၂	၃	၄	၅	N/A
၅	ဆရာ/မ၏ သင်ကြားမှုသည် စာတွေ့နှင့်လက်တွေ့ နှစ်မျိုးစလုံး အချိုးကျ ပါဝင်ပါသည်။	၁	၂	၃	၄	၅	N/A
၆	ဆရာ/မ၏ ဘာသာရပ်သင်ကြားမှု လုပ်ငန်းများနှင့် ဆက်စပ် လုပ်ငန်းများသည် ကျွန်ုပ်၏ သင်ယူမှုဖြစ်စဉ်ကို အထောက်အကူ ပြုပါသည်။	၁	၂	၃	၄	၅	N/A
၇	ဆရာ/မ၏ သင်ကြားပုံနည်းစနစ်နှင့် သင်ထောက်ကူ အသုံးပြုမှု သည် ကျွန်ုပ်၏ နားလည်နိုင်စွမ်းကို အထောက်အကူပြုပါသည်။	၁	၂	၃	၄	၅	N/A

Teachers evaluation tool. Theoretical dimensions



In general, I am satisfied with the teaching labour of this professor

Teachers evaluation. The teacher report

Students' opinion questionnaire on the teaching performance of the teaching staff (Third year B.Agr.Sc. 2018-2019)

Results by Subject

Teachers' identification:

Name - Teacher's name

Subject identification - Arch-3101 (a code)

Name of the subject - Subject's name

Department - Teacher's department

Year - Subject's course

Degree - Denomination of the degree

Number of student enrolled -62

Number of students asked - 60

	Frequency						Staff result		Third Yr results	
	1	2	3	4	5	NA	\bar{X}	s	\bar{X}	s
Your level of interest in this subject is (1) very low, (2) low, (3) average, (4) high, (5) very high	0	2	47	8	2	0	3,17	0,53	3,25	0,62
Your level of difficulty in studying this subject is (1) very low, (2) low, (3) average, (4) high, (5) very high	0	17	31	9	0	2	2,86	0,67	2,96	0,69
Your teacher has the Office Hour? (If your answer is yes, answer the following questions.) (1) I have never, (2) One, (3) 2-3 times, (4) more than 3 times discussed what I did not understand with the subject.	53	1	2	1	0	2	1,14	0,55	1,28	0,66
(If your answer is No, answer the following question.) It is easy to approach the teacher. 1, 2, 3, 4, 5, NA										
ITEMS GROUPED BY DIMENSIONS										
Dimension 1: Planning of teaching and compliance with the Teaching Plan										
1. The information provided by the teacher on the lesson plan and teaching procedures of this subject is appropriate and sufficient for me to understand.	5	12	28	6	2	5	2,77	0,92	3,04	0,95
2. The teacher can guide me to think about the lesson beforehand.	4	15	29	2	5	4	2,80	0,97	3,00	1,00
3. The teacher makes the assessment systems and criteria according to the teaching guide.	1	6	31	12	1	8	3,12	0,71	3,17	0,91
4. The extra explanation of the teacher meets what I need to understand more.	3	4	20	16	12	4	3,55	1,09	3,53	1,09
5. The teaching method includes both theoretical and practical ones.	8	8	16	6	17	4	3,29	1,42	3,33	1,32
Dimension 2: Teaching competences										
6. Task and activities set by the teacher assist me to learn effectively.	4	9	17	15	6	8	3,20	1,11	3,32	1,14
7. The teaching method and teaching aids facilitate my learning.	4	2	19	13	13	6	3,57	1,15	3,38	1,17
8. The teaching method is well organized and clear.	1	6	27	12	9	4	3,40	0,95	3,52	1,02
9. The teacher can explain the lessons clearly.	2	4	23	15	13	2	3,58	1,03	3,56	1,04
10. The teacher can highlight the important and relevant contents in the lessons.	0	5	17	12	18	7	3,83	1,02	3,60	1,11
11. The teacher is willing to answer any questions raised by students.	1	3	11	14	25	5	4,09	1,03	3,80	1,20
12. The teacher usually encourages me to learn actively in the classroom.	1	7	16	11	15	9	3,64	1,12	3,67	1,10
14. The teacher always works hard to make the students understand the lessons.	2	0	17	14	19	3	3,79	1,11	3,64	1,08
Dimension 3: Assessment of learning										
16. The evaluation system used by the teacher is helpful in developing the academic competencies.	0	6	21	7	13	12	3,57	1,04	3,56	1,03
17. The contents arranged by the teacher in this subject are appropriate for not only the academic competencies but also guidelines for the post-graduate research.	0	0	0	0	0	0	0,00	0,00	0,00	0,00
Dimension 4: Class environment and teacher-to-student relationship										
13. The teacher motivates the students to keep learning.	3	0	23	9	12	3	3,32	1,15	3,38	1,09
15. The teacher always willingly assists the academic problem of students by discussing with them.	0	6	20	14	11	8	3,59	0,96	3,6	1,03
Global Assessment: Overall student satisfaction with the teaching performance of the teacher										
18. I am satisfied with the teaching performance of this lecture in this subject.		4	26	7	13	3	3,58	0,98	3,63	1,07

Dimension	Staff result		Third Yr results	
	\bar{X}	s	\bar{X}	s
Dimension 1: Planning of teaching and compliance with the Teaching Plan	3,11	1,09	3,21	1,08
Dimension 2: Teaching competences	3,60	1,10	3,32	1,23
Dimension 3: Assessment of learning	3,57	1,04	3,56	1,09
Dimension 4: Class environment and teacher-to-student relationship	3,45	1,07	3,49	1,06
Global Assessment: Overall student satisfaction with the teaching performance of the teacher	3,58	0,98	3,63	1,07

Teachers evaluation by students. Some recommendations

- **Semestral** (all the teachers should be evaluated at least once a year)
- **Universal Questionnaire**
- **Anonymous** (of students fill in the questionnaires) and confidentiality (reports for teachers)
- **The results are published once all the exams are finished**
- **Inform all the University community about the process**

Teachers evaluation at Chinlone Universities in Myanmar. A pilot

- From febraury to april 2019
- **10000 students enrolled in 12 programmes (under and postgraduate)**
- **100 teachers evaluated**
- **Most of them rated between 3,5 and 4,5 over 5.**
- Reports for head of departaments and fculties, rectors and teachers

RROs and CONs OF DATA COLLECTION & ANALYSIS

- TEACHERS (COLLECTORS)

- Time consumption for data collectors because of having lack of experience
- Junior teachers should be well organized to take part in teachers evaluation for each program (Part time Tutor)
- The lecturers should be informed in advance before data collection in the class while taking the class and teaching their respective subject.

- STUDENTS (RESPONDENTS)

- Time consumption in data collection because of having lack of experience too for respondents even though they are master students.
- Their willingness to respond rate is fully high even though it was very fast experience for them
- Active participation in data collecting due to welcoming and understanding about teacher evaluation.
- Well understood its positive effect on new curriculum development and appropriate teaching methods and evaluation due to respect of students learning outcomes.

Yangon University of Economics

Chinlone Project

Master Programmes

- Master of Commerce
- Master of Economics (Economics)
- Master of Economics (Statistics)
- Master of Accounting
- Master of Population Studies

- Master of Business Administration
- Master of Public Administration
- Master of Development Studies
- Master of Banking and Finance
- Master of Applied Statistics





YANGON UNIVERSITY OF ECONOMICS

TEACHING EVALUATION REPORT

