

# University College Dublin

## PILOT - Lecturer Teaching Survey 2022-23

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The Lecturer Teaching Survey asks students to report on aspects of teaching performance of their Lecturer. It has 9 quantitative and 2 qualitative items. LECTURER'S NAME WILL APPEAR AT TOP OF SURVEY

## Guidelines for Students

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### What you need to know?

Every Lecturer Teaching survey includes the opportunity for you to give open-ended feedback about your experiences in class. These comments are very important and highly valued by both Lecturers and Schools. In addition to informing potential curricular changes, your feedback is used as part of the promotion process for Lecturers. We encourage you to take the time to share your thoughts and ideas in a courteous and thoughtful manner.

### How is feedback used?

- Lecturers use it to improve courses and teaching.
- Schools use it to make decisions about the curriculum.
- The university uses it to make decisions about promotion and tenure.

### Unconscious Bias in your responses

UCD recognises that student evaluations of teaching are often influenced by students' unconscious and unintentional biases about the gender and race of Lecturers along with all other protected grounds.

<https://www.ucd.ie/equality/>

As you fill out the Lecturer Teaching Survey please keep this in mind and make an effort to resist stereotypes about Lecturers. Focus on your opinions about the content of the module (the assignments, the textbook, the in-class material) and not unrelated matters (the Lecturer's appearance)."

### UCD STANDARDS

The feedback you give is confidential. No individual level data will be reported or shared. Data will only be reported in aggregated format. However, the following conditions apply:

- We reserve the right to remove comments that are offensive, inappropriate, or violate UCD policy, including the UCD Student Code. The UCD Student Code establishes the University's regulations and expectations in respect of student behaviour and conduct <http://www.ucd.ie/governance/resources/policypage-studentcode/>
- In rare cases, such as those in which your comments are deemed highly offensive or a threat to the safety of the UCD community, we may be required to connect your comments to your

identifying information and share your identity with university officials for appropriate follow-up.

### **What you need to do?**

Comments that are respectful, constructive, and fair will have the most impact.

- **Be descriptive.** “The book by Jones was very confusing and disorganized, and I didn’t think it related well to the course material. More specifically, we were asked to read chapters 5, 8, and 11, but those were not mentioned in the lecture.”
- **Explain what you liked** about the class. “I really benefited from the hands-on activities because they helped me learn the material.”
- **Be Respectful.** Honesty is important, but there’s no need to be mean; it is hurtful to receive nasty comments. Instead, speak your mind politely about your Lecturer’s strengths and weaknesses.
- **Avoid criticising** things your Lecturers can’t control. It’s not helpful to complain that the class is too early in the morning or that the classroom is too cold. Your Lecturer probably has no control over these things.
- **Be appropriate.** It is never appropriate to comment on a Lecturer’s personal appearance.
- **Offer suggestions**, for example “Could you please put less information on each PowerPoint slide and use a bigger font?”
- **Acknowledge.** If you enjoyed the class, let them know.

## LECTURER TEACHING SURVEY

The Lecturer Teaching Survey asks students to report on aspects of teaching performance of their Lecturer. It has 9 quantitative and 2 qualitative items.

### **Lecturer's Name**

Strongly Agree, Agree, Disagree, Strongly Disagree or Unable to Judge.

*Note: Unable to Judge: – did not have sufficient attendance to experience what is being measured.*

The feedback you give is confidential. Lecturers will use your feedback to improve courses and teaching.

**Please indicate your level of attendance at this module**

- 0 - 25%
- 26 - 50%
- 51 - 75%
- 76 - 100%

Please rate the following	Strongly agree	Agree	Disagree	Strongly disagree	Unable to judge
The Lecturer structures activities in ways that <b>help learning</b>	<input type="radio"/>				
The Lecturer is <b>easy to understand</b> in face-to-face, online, written and other formats and explains concepts clearly	<input type="radio"/>				
The Lecturer <b>encourages me to engage with the material</b> through using different approaches For example, assigned readings, in class discussions etc.	<input type="radio"/>				
The lecturer’s lectures/tutorial/seminars/labs, <b>encourage me to explore and understand key ideas</b> and concepts outside of class	<input type="radio"/>				
I was guided in <b>taking responsibility for my own learning</b>	<input type="radio"/>				
The Lecturer <b>encourages students</b> to ask questions and seek help	<input type="radio"/>				
The Lecturer provides <b>timely and helpful feedback</b> so you can learn	<input type="radio"/>				
The Lecturer provides <b>clear explanation</b> about course work and assessment.	<input type="radio"/>				
Overall, this Lecturer helps me <b>better understand</b> the course material.	<input type="radio"/>				

### **Qualitative Questions**

The qualitative items invite students to answer two questions in a constructive and professional manner (each text answer is limited to 600 characters).

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**Please comment on [this Lecturer's] teaching strengths.**

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**Please comment on how you think [this Lecturer] might improve the teaching and learning experience.**

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