§45

**Methodical Guidelines for evaluation the quality of teaching**

The task of prime importance in implementing competence-modular, educational - professional programs (EPP) is to provide the constant improvement of the quality of education. One of the ways to improve the quality of education is to create the system of quality of teaching assessment of individual disciplines.

By definition, quality is a set of essential features, properties, peculiarities, distinguishing an object or phenomenon from others and giving it a definiteness; this or other property, feature, determining the worth of something(work quality).The quality as a concept has two aspects: the first - compliance with standards or model, the second – conformity to consumer demands.

An important item in understanding the notion of quality is a possibility of objective measurement and comparability of the quality assessment (withthe standard and other value objects).

This approach is due, when it comes to product quality. In the case of educational programs, it is - the quality knowledge of the student that is a set of learning outcomes, so-called competences, which either measured directly and accurately, or set by comparison.

While identifying the degree of quality an important thing is achieving goals. Since the quality must be assessed on the basis of a variety of goals put forward by the participants of an educational process, there cannot be any definite criteria.

 The notion of quality can also be identified from the point of view of the concept of development. On the basis of this concept there lies an idea of improvement, not a mere fact of statement of presence or absence quality, but a focus on quality improvement. (Barnett).

This system of quality teaching assessment combines the existing approaches to the concept of quality and highlights its most important characteristics for the definition of "quality of teaching":

- Link of the entire educational system with quality of its functioning;

-A big variety of definition;

- Dependence on the different points of view, aspects of the consideration;

- Focus on the development and improvement.

Thus, the quality of teaching is a constant raising of the teachers’ level of educational activities, characterized by high results in teaching of students, capable to satisfy the demands of all participants’ of the educational process.

Quality teaching assessment is a flexible and comprehensive in content and form procedure, which includes aspects of the activities defined by the university in accordance with the Academic Policy.

Quality teaching assessment system of individual disciplines is based on the principles defined by the mission and strategy of university:

- Constant monitoring of the quality and implementation of activities aimed at improving and promoting this level;

- Involvement of students in quality assessment procedures;

- The inclusion into Educational Quality Assessment procedures employers, representatives of the professional associations and scientific communities, and independent experts;

- The transparency of quality assessment procedures and taking informed decisions based on the complete analysis and objective information;

**-** Recognition of responsibility of university management**,** heads of departments and each employee for quality assurance;

- Recognition of merit.

The basic principles of quality teaching assessment are continuity, regularity, directionality to improvement. Constant quality teaching assessment might encourage an internal development and facilitate the unity of management and the organization department for solving the basic problems – increasing the quality of education; strengthen of mutual trust and transparency in the public discussion of evaluation results; setting new goals and objectives are clear and accepted by all.

Functioning of the systems might become a self-organization and self-regulation process and include in all known forms of assessment, but on the qualitatively new organizational basis. Quality teaching assessment efficiency depends on the evaluation competence of the subjects; the organic links of assessment procedures with the whole organization work.

The objects of the quailty teaching assessment are:

1) Qualifications of the teaching staff (basic education, the presence of academic degrees and titles, possession of innovative methods and technologies, scientific and methodical activity, regular training);

2) Resources for teaching (subject position in the curriculum, distribution of credits by type of subjects, provision of EMKD, provision of reference materials, instructional literature);

3) Organization of educational work by teacher (correspondence of training and methodical materials in the discipline program, the current state of science, the objectives of the educational programs, forms and techniques of training, monitoring and evaluation, methodological support of students independent work, teacher’s labor discipline, students’ academic discipline, the students’ current progress );

4) Resource use efficiency (use of technical aids at the lessons, library resources, teaching and laboratory equipment);

5) The students’ training level at subject (educational achievements, students’ satisfaction of learning outcomes).

The quality of teaching may be qualified as a syntheticconcept, irreducible to single universal criteria, so the system of quality assessment must be multi-criterial. Criteria give an idea only about the definite aspects of the quality of teaching, so the most completed conclusions about the quality can be based on a set of features, characterizing all the basic elements of teaching as a system.

Measuring marks and comparing them with the criteria values shows to what extent the achieved efficiency of the functioning object evaluation complies with the established criteria.

The subjects of evaluation might be parties concerned who are interested in quality of teaching and who are involved in the quality assurance system as the experts, and express their opinions on various aspects of the teaching process in the stage of evaluation.

There might be different views and assessments of the quality teaching because of various points of view and conclusions about the quality will be the most objective, if the opinions of all the parties concerned find reflection in them - students, teachers, employers, administration, and external experts. One or several objects can be evaluated by different subjects.

Quality teaching assessment procedures are provided by statistical, sociological (surveys of students, employers, employees, interviews with teachers, etc.) and teaching methods (attending classes, studying pedagogical documentation, written and creative works of students, etc.).

Evaluation is done on the five-point scale (Annex 1 and 2), then calculated score in% and average output between the evaluation of attendance, evaluation of students and examination results of EMKD.

Implementation of the quality system can be carried out by the following stages:

1. Formulating (audit decision-making process, the definition of targets and deadlines).

2. Planning (determination commission members, data collection methods, responsible for the provision of information, etc.).

3. Organizing (data collection, processing and systematization of information, data analysis, preparation of commission report, recommendations for improvement of quality of teaching). It should be noted that, there necessary emphasize not only the problems but also achievements. Especially it is necessary to allocate those positions, in which are positive or negative changes in comparison with the previous similar monitoring.

4. Discussion (problem discussions with the members of evaluation, also with who are responsible for quality assurance a particular aspect of the educational process; change proposals are formulated for improving the quality).

5. Decision-making (formulated proposals of ways to improve the quality at the previous stage is drawn up in the form of the official administrative decision).

6. Transformations (development of accepted decisions in the educational process).

Apendix 1

Al-Farabi Kazakh National University

Faculty \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comment on results of lesson attendance

The name of discipline \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of the teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The theme of the lesson \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date and time of attendance \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The assessment scale 5 - Excellent; 4 - Very good; 3 - good; 2 - satisfactory, but; 1 - unsatisfactory

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| --- | --- | --- | --- |
| **№** | **Questions** | Assessment | Comments |
| 1. | Professional knowledge of the material and the efficient use of time in the classroom. |  |  |
| 2. | The availability of expounded material (the teacher clearly and logically explains the material, commented difficult moments, highlights important in the subject) |  |  |
| 3.  | The use of innovative technologies and interactive media |  |  |
| 4. | The ability to communicate with an audience (follow the reaction of the audience ,be able to convert the discussion into a constructive direction) |  |  |
| 5.  | Erudition and culture of speech (teacher’sspeech isprofessional, expressive, easy to understand, allows you to make the necessary notes). |  |  |
| 6. | Personality of the teacher (culture and manner behavior, appearance). |  |  |
| 7. | Total points |  |  |
| 8 | Assessment% |  |  |

The recommendations and suggestions \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The examination results of EMKD in Univer system \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The students’ questionnaire results\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Overall assessment of the quality of teaching \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Present at the session:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name, position, signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name, position, signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name, position, signature

Questionnaire "teacher among students”

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| № | Questions | 5Excellent | 4Verygood | 3Good | 2Satisfactory | 1Unsatisfactory |
| 1. | Therelevance and importanceof the discipline (motivates self-education,todevelopskills and personalqualities) |  |  |  |  |  |
| 2. | Professional knowledgeofmaterial and timemanagement in the classroom. |  |  |  |  |  |
| 3.  | Thecontentrelevance and availability of expounded material (the teacher clearly and logically explains the material, commented difficult moments, highlights important in the subject) |  |  |  |  |  |
| 4. | Itfocuseson the useof the studiedmaterial in practice:-In the futureprofessionalactivity;- Inwritingfinal and master's works;- Inresearch. |  |  |  |  |  |
| 5.  | Theteacher’s ability toencourage and supportinterest in the subject, the useofinnovativetechnologies and interactivemedia |  |  |  |  |  |
| 6. | Electronicmaterialondisciplinefullyplaced in the "Univer" system (syllabus, abstractsoflectures, assignments of SIW, seminars, laboratorywork) |  |  |  |  |  |
| 7. | Respectful and tactfulattitudeto the students and objectiveness in evaluatingknowledge. To be interested in the successof the students |  |  |  |  |  |
| 8. | Availability of the teacheroutsideof the classroom (includes the presenceofteaching motivationforfurther study and discussionoutsideof the classroom)Contactwith the studentsduring the SIW/ SIWT |  |  |  |  |  |
| 9. | Theabilitytodesigntests / assignments / projects / examquestions ,toassessstudents and theirunderstandingof the course |  |  |  |  |  |
| 10. | The abilitytocommunicatewithan audience (follow the reactionof the audience, beableto convert the discussion into a constructivedirection) |  |  |  |  |  |
| 11. | Erudition and cultureof speech (teacher’s professional speech, impressive, easy tounderstand, allowsyoutomake the necessarynotes). |  |  |  |  |  |
| 12. | Personalqualitiesof the teacher (culture and demeanor, appearance). |  |  |  |  |  |