

Assessment of Teacher by Learner

FAQ Info sheet for Faculty and Teachers

The Undergraduate Medical Education (UGME) Program strives to provide faculty and teachers with feedback from learners on their teaching. Below are common questions Educational Leads and teachers have regarding this process. For additional information, please have a look at the [assessment of teacher by learner policy and procedure](#).

HOW will learners provide feedback to me?

At the end of a learning experience (e.g. the end of a rotation), learners provide written feedback using one of three forms appropriate for the context ([small group](#), [academic session or large group](#) or [clinical](#)).

Because there is a delay from when students submit feedback to the time you receive it, we recommend teachers seek feedback directly from students during the learning experience using the following guidelines:

- ✓ **APPROACH** feedback as a two-way conversation for both student and teacher.
- ✓ **TELL** students you are interested in their feedback.
- ✓ **ASK** students what they think teachers could do to help meet their specific learning needs/objectives.
- ✓ **ASK** students what they enjoyed or a key takeaway from the session, and what could be done differently.

Below is an example of what a conversation (guided by the Start/Stop/Continue¹ feedback framework) looks like when a teacher seeks feedback from students.



Start/Stop/Continue Approach:

Opens space for dialogue with students, who are also being encouraged to provide interim feedback to their teachers.

CONTINUE → “Is there one thing specifically we did together today that was most helpful to your learning?”

STOP → “Was there anything you think we could have skipped, or that you felt was less helpful for your learning?”

START → “Is there something that you wanted to try to be involved with/see/discuss the next time we work together?”

¹ Hoon A, Oliver E, Szpakowska K, Newton P. Use of the ‘Stop, Start, Continue’ method is associated with the production of constructive qualitative feedback by students in higher education. *Assessment & Evaluation in Higher Education*. 2015 Jul 4;40(5):755-67. <https://doi.org/10.1080/02602938.2014.956282>

WHEN can I expect to be assessed by students?

The schedule below describes the Teacher Assessment cycle based on UGME program year and area. To prevent student survey fatigue, teachers in some areas cannot be assessed each time they teach. However, when seeking promotion and/or advancement you can request to be assessed. As demonstrated by the table below, students are asked to complete a multitude of forms during an academic year. To help increase student response rate, we suggest carving out time at the end of a learning experience for students to fill out the teacher assessment form.

Program Year	Program Area	Assessment Schedule	Additional Information
Years 1&2	Lectures & Workshops	2 Year Cycle*	50 students are asked to assess each lecturer on a rotating basis.
Years 1&2	Workshops & Sessions	2 Year Cycle*	Depending on the size of the workshop and session, either all students, or a maximum of 50, are asked to assess their instructor.
Years 1&2	Labs	End of Each Term	Lab leads and demonstrators, including teaching assistants, are assessed by students at their home site (approx. 32 students are asked to assess each teacher). In the case of small pod groups, only students belonging to the pod provide feedback.
Years 1&2	CBL	End of Each Cluster	All members of the small group are asked to assess their tutor.
Years 1&2	Clinical Skills	2 Year Cycle*	All students are asked to assess their teacher in the teacher's cycle year.
Years 1&2	Family Practice	2 Year Cycle*	All students are asked to assess their preceptor in the teacher's cycle year.
Years 1, 2 & 4	FLEX	End of Course	All students are asked to assess their FLEX Advisor.
Years 1-4	Portfolio	Academic Year End	All students are asked to assess their Coach.
Year 3	Clerkship	Each Rotation	All students are asked to assess at least one preceptor per rotation (i.e. their main preceptor). Where students work with more than one preceptor, they can choose to assess additional teachers.
Year 3	ICC	Each Rotation/Year	All students are asked to assess at least one teacher per ICC year (i.e. their main preceptor). As students work with more than one preceptor, they can choose to assess additional teachers.
Year 3	Academic Sessions	After each session	All students are asked to assess their teacher.
Year 4	Electives	End of Elective	All students will be asked to assess at least one teacher per elective (i.e. their main preceptor). Where students work with more than one preceptor, they can choose to assess additional teachers.
Year 4	TIPP	2 Year Cycle*	50 students are asked to assess each lecturer on a rotating basis. In small group sessions all group members are asked to assess their teacher.

**For assessments on a 2-year cycle (which is for an individual teacher), we recommend teachers signing up for two consecutive years of teaching in that same program area to ensure assessment by students.*

HOW will I receive my student feedback report?

In order to protect student anonymity, faculty (who have received a minimum of 4 assessments from students) can expect to receive their individual reports via the One45 system within 3 months of:

- End of term or course for Years 1&2
- Half way in the year and at the end of academic year in Years 3&4

If a faculty receives less than 4 assessments, they can request informal feedback from their Educational Lead. Students are assessing their **learning experience rather than the teacher's performance**; therefore, faculty are encouraged to seek other forms of assessment such as peer assessment.

Who can I contact for concerns about my report or to discuss it?

We recommend connecting with a peer supporter or educational lead (where available). Names and contacts are provided with the student feedback report.