

## MPLS PLTO Training: Some ideas for evaluation mechanisms

### 1. Questionnaires

This section includes suggestions for question sets. These can be selected / adapted / added to according to the local context.

i) Against the divisional PLTO aims: The following set of questions have been formulated to help departments to evaluate their PLTO training against the aims.

1. I understand how undergraduate teaching is organised and how my teaching fits into the organisation YES /NO
2. I feel equipped to start preparing to teach my first class / tutorial / lab YES /NO
3. I can use administrative process to (where appropriate) organise teaching/ report on students' progress / get paid YES /NO
4. I am clear about the responsibilities and expectations of the role, and their limits YES /NO
5. The opportunities for discussions and asking questions during the PLTO training session were helpful YES /NO
6. I know where and how to access opportunities and resources for help and for the further development of my teaching skills YES /NO

ii) Open questions:

- What's the main learning you will take away from this session?
- What do you need that the session didn't cover?
- What areas of teaching would you like to know more about?
- How might you apply what you have learnt?
- What was the most useful part of the course?
- What was the least useful part of the course?
- What was good about the course?
- What should be changed / improved?

### 2. Other mechanisms

i) Stop –start – continue: invite course participants to feedback on what the course should stop, start, and continue doing.

ii) Feedback flipchart: have a flipchart in the room and ask participants to write their feedback on it. This could be divided into sections for things that are good, and things that could be improved, or different sheets could be used for different headings / questions. Sheets should be set up so that the participants can provide their feedback anonymously and in confidence.

iii) Prepare sheets of paper each entitled with a question, for example 'How could the course be improved?' or 'What did you learn from the course?'. Circulate the sheets and ask each participant to write their answer on the sheet in turn, folding the sheet so the next person cannot see the comment. Several sheets / questions can be circulated concurrently.

iv) Ask participants to discuss in pairs their evaluation of the course. Questions to stimulate discussion could be provided, such as those included in the 'Open Questions' section above. Answers can be summarised in writing and handed to the course tutor.