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Great teaching: models and evaluation

1. Great teaching: introduction

While examining the recent findings and concepts addressed in research on good teaching, many topics delineate the wide field of research into this subject matter. Coe et al.'s (2014) paper presents a most comprehensive study of evaluating teaching, frameworks used for its evaluation, best teaching practices and the widespread myths about what constitutes good teaching. Another issue investigated in relation to good teaching has been increased accountability of teachers (Kornell & Hausman, 2016). Many researchers also explore different aspects of best teaching practices (Duke, 2012; Harmer, 2014; Grant et al., 2014). The quality of teaching has been the centre of attention of teacher education and much research also investigates the best ways of training teachers (Strong, Gargani & Hacifazlioglu, 2011; Harmer, 2014). Another matter addressed by professional literature is the development and application of teaching standards (NCTQ Teacher Prep Review Standards and Indicators Traditional Teacher Preparation Program Standards, 2017; Hamre, Goffin & Kraft-Sayre, 2009).

One of the questions raised by recent research into teaching was a simple query: 'do teachers make a difference?'. Research on the value of teaching, on direct versus indirect instruction and the importance of teachers in the teaching and learning processes demonstrates that, indeed, teachers play a very important role in student learning (Ellis, 1993; Ellis, 2015; Kirshchner, Sweller & Clark, 2006; Klionsky, 2005; Mayer, 2004; Vallero, 2014,

Malczewska-Webb, Vallero, King & Hunter, 2016). Stillings Candal's (2015) review of teachers' role in student achievement shows that teachers' impact on student achievement is stronger than that of any other teaching resource. In other words, teachers can have a positive impact on student learning even if other resources are not available. Based on research into the importance of teaching, the answer to this seemingly obvious question is that teachers do make a difference, which makes research into the quality of and the elements of good teaching vital.

As research underlines the importance of good pedagogy, several important questions need to be addressed. The first and the most fundamental questions are how to define good pedagogy and what constitutes it. According to Coe et al. (2014), the answers to these seemingly simple questions are not simple at all, nor are they agreed by educators. Coe et al.'s (2014) examination of teaching practices promoted by various professional authors and bodies suggests that many educators do not share the same views. Moreover, many share popular beliefs which are erroneously promoted as useful for learners but which, in fact, are not always correct and have little or no supporting research foundation. This may lead to propagating pedagogies and strategies which are no longer considered effective (Coe et al., 2014; Strong et al., 2011; Hamre et al., 2009). Consequently, however, the answer to the question 'what is good pedagogy?' is not only complex but it is often controversial.

2. Project methodology: aims and sample selection

At Bond University, teaching is evaluated in a number of ways. The principal method of evaluating teaching is applying the Teaching Evaluation tool (TEVAL), a procedure which offers students an opportunity to provide feedback on teaching every time the subject is offered. The data collected from student ratings provides individual feedback to teachers, however, there is no existing framework which would provide information concerning students' overall perception of what constitutes good pedagogy.

The main aim of the current project is to define a framework of good university teaching which can be applied in examining data collected from student ratings of their university programs and their teachers. Two other aims have been formulated to assist in achieving the main aim, second, to examine tools for measuring great teaching and third, to evaluate existing frameworks of great teaching.

In order to determine the workable framework which includes the most relevant aspects contributing to best teaching, the sample consisting of the following seven recently formulated models defining good teaching were selected for analysis:

1. Features of great teachers (Feinberg & Levin in Chubb, 2012).
2. Teaching standards in teacher preparation in the USA website (2017).
3. West meets East: great teachers (Grant et al., 2014).
4. Key considerations in shaping good teaching practice (Flinders University website, 2017).
5. Bond University's Features of Good Educators: Teacher Evaluation, student ratings model (Bond University website, 2017).
6. The dynamic model of educational effectiveness (Creemers & Kyriakides, 2006).
7. Six components of great teaching (Coe et al., 2014).

These frameworks were evaluated from a perspective of their suitability at measuring data collected from student ratings at Bond University.

These models of good pedagogy were compared to define a framework which can work as a tool for evaluating teaching using data from student ratings. The framework, formulated on the basis of this evaluative procedure,intended, on the one hand, to reflect the most relevant aspects contributing to good teaching as reflected by recent research and, on the other, to measure data collated from student ratings.

3. Definitions and tools for measuring the quality of teaching

This section first examines some definitions of great teaching and then it looks into tools for measuring it. Although definitions of what constitutes good teaching focus on different aspects of it, such as influencing student progress or details of what teachers should aim at, they all demonstrate many similarities. For example, Coe at al. (2014, p. 2) define great teaching as "the teaching which leads to improved student progress" while Chubb (2012) believes that good teaching practice helps every student succeed. The Flinders University description of good teaching practice considers it as "a key influence on student learning – a desired outcome and primary goal of higher educational institutions. Teachers strive to meet the principles of good practice in an effort to provide the best learning experience for their students" (Flinders University, 2017). As demonstrated by the three examples, definitions of great

teaching consistently include references to successful student learning and also underline the important influence of teaching over good learning. Consequently, good teaching is intrinsically related to good learning and, therefore, the evaluation of good teaching plays a salient role in ensuring good learning.

Considering the research view, which underlines the importance of teaching, the next issue which needs addressing is the examination of tools measuring the quality of teaching. Chubb (2012) and Coe et al. (2014) provide an overview of the validity of tools measuring the quality of teaching. They confirm that the process of evaluating teaching is very complex and there is not one specific tool which would guarantee the highest validity of the results. They, however, classify the existing tools into two categories: those ensuring the moderate validity (which they claim is the highest)and other tools which offer very limited validity of the results. The first category contains the following three tools: (1) classroom observations by peers, bosses and external evaluators, (2) 'value-added' models (assessing gains in student achievement) and (3) student ratings. The cluster of tools which, for various reasons concerning subjectivity, only offer limited validity include (4) boss's judgment, (5) teacher self-reports and (6) analysis of teacher portfolios (Chubb, 2012; Coe et al., 2014). Accordingly, students' ratings are considered to be one of the best ways of evaluating teaching, with moderate (the highest in the context) validity.

Asthe focus of this project is evaluating teaching using student ratings, some of the advantages of using this measuring tool are outlined next. Chubb (2012) and Coe et al. (2014) state that student ratings usually require minimal training, they are also cost-effective and research provides evidence for their reliability and validity. Many institutions, such as Bond University, have included student ratings of subjects and teachers as a regular measure of teaching evaluation. Also, many students base their observations on evaluating many lessons, which means that the data comes from a wide range of observers and the experience is drawn from many examples of teaching. In particular, student ratings have been recognized as valuable in higher education and less information or research outcomes are available from other levels of education. These advantages in using student ratings for the evaluation of teaching make them one of the more effective and valuable tools for measuring teaching quality (Coe et al., 2014). The next part of the paper compares and evaluates the frameworks employed for measuring teacher quality.

4. Models of good pedagogy: review of frameworks and their elements

This part examines seven international, recent and current models describing good teaching and its important elements. The models underpin the most important aspects of effective teaching and they take into consideration features of good pedagogy, its sociocultural aspects and features warranting teaching to be considered of high quality. The models under review include a wide range of educational aspects. The first four take into consideration (1) features of great teaching (Feinberg & Levin in Chubb, 2012), (2) teaching standards for the USA teacher preparation, (3) cultural aspects of teaching (Grant et al., 2014) and (4) the model of educational effectiveness developed by Creemers and Kyriakides (2006). The next three models proved to be the most relevant to the current project. These include (5) the key considerations in shaping good teaching practice defined by Flinders University (2017), (6) Bond University's definition of features of good educators used for student ratings (2017) and (7) Coe et al.'s (2014) model which consists of six components of great teaching. Next, the seven models of teaching are presented in more detail.

The first model, presented by Feinberg and Levin (Chubb, 2012), outlines six features of great educators. They (Feinberg & Levin in Chubb, 2012) believe that good teachers need to be willing to invest time into teaching which goes beyond the expectations of the traditional school year. Other facets of a good teacher are the ability to engage the help from the families and assisting students in believing in themselves by instigating high expectations. The ability to promote student commitment and student engagement were also the attributes of a great teacher. The last feature refers to promoting students' hard work through effective classroom management (Feinberg & Levin in Chubb, 2012). While the model includes very important features of good teaching, many aspects, such as involvement of families or classroom management, are more suitable for addressing the needs of good teaching in the primary and secondary school systems.

The second model of good teaching describes the teaching standards in teacher preparation for teachers in the United States of America (http://www.nctq.org/dmsView/NCTQ Standards_and_Indicators_-_Traditional_Programs). This current set of standards demonstrates a very detailed and complex system, including many items on the teaching contents list and many other relevant aspects contributing to good teaching. The content of teaching

covers themes in literacy, numeracy, special education, sciences and social sciences. The standards also consider many other factors contributing to good teaching such as classroom management, instruction, assessment and student data management, equity, special education, results from state tests and the level of expectations determined by the teachers. This model, although very useful in evaluating teacher training, is designed for the evaluation from a much broader perspective than the one aimed in this project, students' ratings.

In another very interesting framework, Grant et al. (2014) propose the four elements which can be established differently depending on different cultural educational philosophies, one representing the western and the other representing the eastern educational philosophy. One of the reasons for this choice is the fact that the Australian educational system is richly internationalised and interculturality is the salient feature of teacher training. Moreover, East-Asian students form a very significant cohort in Australian educational institutions (Malczewska-Webb, 2016; Webb, 2015). This model of good teaching stresses the importance of building positive relationships, of fostering teacher responsibility, of engaging in professional development and practicing the continual self-reflection as crucial aspects of great teaching (Grant et al., 2014). The reason for not considering this framework as appropriate for this project, despite its valuable intercultural and educational perspective, is the fact that the model views good teaching from the teacher viewpoint, considering what teachers can or should do in order to be effective. As such, this model is not suitable to analyse the data from the student ratings as students would not always be informed of these teacher practices or philosophies. Consequently, it is another example of a very useful teaching framework which, however, does not address the needs of the current project.

Creemers and Kyriakides (2006, in: Coe et al., 2014) outline the fourth interesting framework which underlines the importance of eight domains determining teacher effectiveness. The first one, (1) orientation, addresses issues of setting teaching objectives and the reasons for learning activity. The second one, (2) structuring, refers to the structuring of teaching and lessons. The remaining elements include (3) the quality of questioning, (4) teaching modelling, (5) application, (6) the classroom as a learning environment, (7) management of time and (8) assessment. Creemers and Kyriakides' model (2006, in: Coe et al., 2014), referred to as the dynamic model of educational effectiveness, provides an excellent comprehensive framework which evaluates

teaching from many different angles. Some of these elements, such as teaching modelling or quality of questioning, however, cannot be addressed through student ratings and, therefore, this comprehensive model has not been selected for the purposes of this project.

The fifth model, selected for its excellent content and its contextual relevance, was formulated by an Australian university in Adelaide, Flinders University (Flinders University, 2017). It presents seven key considerations in shaping good teaching practice. The first two propose that teachers need to encourage good communication between teachers and learners and among learners. Next, it is suggested that teachers should provide opportunities for active participation and timely and appropriate response and feedback. The model puts emphasis on time spent on task and on motivating learning by communicating expectations. Finally, the framework points to the importance of expecting diverse talents and ways of learning (Flinders University, 2017). The elements of the Flinders framework address many of the contextual requirements which apply to the Bond University context. Some aspects of the model have, therefore, been taken into consideration while formulating the model of good teaching in this project.

Next, the sixth model is considered for its immediate relevance to the project as it lists good teacher attributes used in the student ratings of teacher and subject quality at Bond University (Bond University, 2017). The model contains ten detailed features of good teaching which students use for rating a teacher every time they enroll in a subject. The ten points are formulated from the perspective of a student and they represent student view of the educator demonstrating a wide range of attributes. Some of these features refer to the strategic classroom practices such as defining clear expectations, managing time well, providing constructive feedback or being able to clarify or explain difficult concepts. Other features refer to the more subjective student views and they refer to the ability of a teacher to make a subject interesting, to be respectful to the students, to challenge them and show them enthusiasm for the subject. The final feature of good teachers is their effectiveness in teaching a particular subject (Bond University, 2017).

The seventh model of good teaching, developed by Coe and his colleagues (Coe et al., 2014), consists of six elements of good teaching which incorporate many of the detailed features of the previously examined frameworks. These elements include (1) pedagogical and content knowledge, (2) quality of instruction, (3) classroom climate and (4) management, (5) teacher beliefs

about teaching and (6) professional behaviours in and outside the classroom. These six aspects of effective teaching offer a uniquely universal framework which can be easily employed in a variety of educational contexts.

Accordingly, Coe et al.'s (2014) effective teaching model offers many features which make it flexible and adaptable to the needs of the current project. First, it has 'a research advantage', which refers to the fact that it is based on comprehensive research into recent teaching models undertaken by its authors (Coe et al., 2014). Next, the carefully structured elements of teaching offer a universal framework which can be accommodated to a diversity of educational contexts. Finally, the elements are designed to be broad enough to incorporate many detailed features which were recognized as valuable in the previous models.

To sum up, the fourth section has analysed seven different models of effective teaching representing different teaching approaches and educational contexts. The three last models have been selected as prototypes for developing the model of effective teaching which could be employed to evaluate teaching based on data from university student ratings. The three prototypes include the Bond University (2017) criteria of good teaching, the Flinders University aspects of effective teaching (2017) and Coe et al.'s (2014) model of good pedagogy. The next stage of the project aims to develop a universal framework of effective teaching based on data from university student ratings.

5. The framework of good teaching from a student perspective at an Australian university

This part focuses on developing the framework of good teaching using university students' ratings. As previously stated, three models have been selected to form the basis for developing the Bond University teaching framework. Coe et al.'s (2014) model was chosen as it is based on a comprehensive review of recent models and is a result of the comparative research of teaching frameworks. Flinders University (2017) model provides an example and context of an Australian higher education institution. The data from the Bond University Teaching Evaluation (TEVAL) of best educator practices includes the most relevant set of criteria as the project aims to develop a framework for evaluation of university teaching at Bond University. First, the three selected prototypes will be collated and the criteria and the elements compared. Next, the section aims to design a framework of effective teaching at a university based on student ratings, which incorporates the three selected prototypical models.

Table 5.1 below presents the first four elements of Coe's Framework of good teaching with the incorporation of the Bond University and Flinders University good teaching criteria.

Table 5.1

Coe et al.	Flinders University	Bond University
1. Pedagogical and content knowledge	1. Respecting diverse talents and ways of learning (as in 3)	The educator is able to clarify or explain difficult concepts.
2. Quality of instruction	1. Providing opportunities for active participation. 2. Motivating learning by communicating expectations. 3. Timely and appropriate response and feedback.	1. The educator challenges me to do my best. 2. The educator provides constructive feedback. 3. The educator provides timely feedback. 4. Overall this educator is effective in this subject.
3. Classroom climate	1. Encouraging good communication between teachers and learners. 2. Encouraging interaction among learners. 3. Respecting diverse talents and ways of learning (as in 1).	1. The educator defines expectations clearly. 2. The educator treats students in a respectful manner. 3. The educator shows enthusiasm for this subject.
4. Classroom management	n/a	The educator manages the allotted time effectively.
5. Teacher beliefs about teaching	n/a	n/a
6. Professional behaviours in and outside the classroom	n/a	n/a

Source: own source.

The above table presents the integration of the three models into one, with Coe et al.'s Model (2014) providing the overarching structure. The first element of the model, (1) pedagogical and content knowledge, refers to the teacher's knowledge of the subject content and to the knowledge of how students think about that content. In other words, this element refers to the subject matter expertise and the ability to pass this on to the learners, with the ability to predict, for example, the points of difficulty. The Flinders University framework provides an important example proposing that good teachers need to respect diverse talents and ways of learning, as their diverse educational backgrounds will influence the ways with which they view and learn the subject content. Bond University framework also recognises the importance of

this aspect of good teaching and the students are asked to evaluate teacher's ability to explain difficult concepts. The first element of Coe et al.'s model (Coe et al., 2014), pedagogical and content knowledge, offers a specific but broad category of effective teaching and has been adopted as the first element of the great teaching from university student perspective framework.

The second element of good teaching, the quality of instruction, refers to pedagogical practices which ensure the high quality of delivering the content. This element of Coe et al.'s (2014) model includes the practices and procedures of assessment, effective questioning, and specific good teaching practices such as reviewing previous learning, providing model responses for students and other scaffolding practices. Quality of instruction is also significant in the Bond University and Flinders University frameworks, which underline the importance of providing appropriate and timely feedback and communicating clear expectations (Bond University website, 2017; Flinders University website, 2017). Flinders University (2017) model also promotes opportunities for active participation and Bond University stresses the overall effectiveness of the educator in a particular subject. This category is also reflected in the Bond University good educator model. Similarly to the first element, Coe et al.'s (2014) second element of effective teaching model, quality of instruction, encompasses the detailed practices suggested by both universities and offers a broader view of this domain of effective teaching. Consequently, quality of instruction is the second category adopted for the framework of the effective teaching from a university student perspective.

The next element in Coe et al.'s (2014) framework which incorporates the aspects of effective teaching proposed by Bond and Flinders Universities frameworks is (3) classroom climate. Coe et al. (2014) include the following aspects of teaching in this category: quality of interactions between teachers and students, teacher expectations which show the teachers continue to demand more but also recognise students' self-worth, attributing student success to effort and not only ability and putting value to student resilience to failure. The value of good and respectful communication, between teachers and learners and among learners, is also reflected in the Bond and Flinders Universities frameworks. Bond framework additionally refers to the feature of demand by stating the importance of students being challenged and, additionally, stressing the importance of the educator showing enthusiasm for the subject. Accordingly, classroom climate, the third element of good teaching as defined by Coe et al. (2014), covers the aspects of teaching which are

harder to measure but which are critical in effective teaching. They are 'the soft aspects of pedagogy', which provide the affective scaffolding for learners.

The fourth element of Coe et al.'s (2014) framework is classroom management, which refers to the way a teacher manages the organizational aspects of a lesson or a program. The effective classroom management ensures that teachers are able to organise their work in the way which maximises learning. The essentials which teachers must be able to manage include the use of lesson and program time, classroom resources, space and the behaviour of learners. The Bond University criteria also reflect the importance of this aspect of good teaching and students are asked to evaluate the effectiveness of the way the educator uses the allotted time.

The fifth and the sixth elements of Coe et al.'s (2014) framework include teacher beliefs and professional behaviours. The category of teacher beliefs concerns the theoretical rationale for teachers in making decision about what specific strategies to employ in order to achieve their pedagogical aims. It refers to teachers' belief system about various conceptual theories and models of learning and teaching. While the teacher belief system is the 'pedagogy within', the sixth element is what teachers do, or should do, to become good teachers and to maintain their professional standing. The sixth element of professional behaviours in and outside the classroom refers to activities such as teacher participation in professional development and/or successful and supportive communication with others involved in the teaching and learning process, including colleagues and parents. Although both elements form a very important aspect of teachers' work, they are not reflected in the Bond University or Flinders University frameworks. Perhaps, it is difficult or even impossible for university students to assess teacher belief systems and professional behaviours as they may not have access to information about either of these two elements.

This difficulty in accessing information by students is also reflected in the evaluation of the impact on student outcomes of the six elements of Coe et al.'s (2014) framework. According to Coe et al. (2014), the last two elements of the model, (5) teacher beliefs about teaching and (6) professional behaviours in and outside the classroom are the two elements of the teaching model which have weak impact on student outcomes. While research suggests (Coe et al., 2014) that (3) classroom climate and (4) classroom management have a moderate impact on the student outcomes, (1) pedagogical and content knowledge and (2) the quality of instruction are rated the highest, with

a suggested 'strong' effect on learner success. Consequently, while research proposes the importance of the six elements building the model for good teaching suggested by Coe et al. (2014), the importance of these six foundations of effective teaching varies.

Having examined seven frameworks of good pedagogy, this paper proposes the selection of Coe et al.'s (2014) model as the most suitable for the purpose of this project. The model, based on comprehensive research, offers a flexible structure which can be employed in evaluating teaching by means of university student ratings. Additionally, the model offers a comprehensive list of criteria for evaluation, particularly after merging it with the two frameworks from Bond University and Flinders University.

6. Conclusions

To conclude, this paper has examined the definitions of good pedagogy and issues related to its formulation. While the concept seems obvious, philosophies of the effective teaching vary and many propose strategies which are either unsupported by research or, furthermore, are recognised by recent research as ineffective. The paper compared six models and the components of good teaching, in attempt to determine the best model to be suitable for evaluating teaching within a university context, which can be informed by student ratings. Coe et al. (2014) model was selected as it addressed these criteria best. The model includes six principal elements of effective teaching. These elements comprised pedagogical and content knowledge, quality of instruction, classroom climate, classroom management, teacher beliefs about teaching and professional behaviours in and outside the classroom. The six components of good teaching are proposed to have different impact on student outcomes, with the pedagogical and content knowledge and the quality of instruction suggested to have the strongest influence on student success. The selection of a workable theoretical framework of good teaching, which can be informed by student ratings, forms an important first step in the project aiming to formulate and test the model through the application of data from student ratings. The next step, which is beyond the scope of this paper, is to test the suitability of the framework in order to determine the most important aspects of good teaching for university students, and design the good pedagogy framework which allows for the evaluating good teaching using university student ratings.

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Summary: What constitutes good teaching has been at the focus of theories of pedagogy for thousands of years. However, recent research (Coe, Aloisi, Higgins & Major, 2014; Kornell & Hausman, 2016; Duke, 2012; Harmer, 2014; Grant, Stronge & Xu, 2014; Strong, Gargani & Hacifazlioglu, 2011; Hamre, Goffin & Kraft-Sayre, 2009) suggests that this seemingly mature and well-researched concept needs to be re-examined in view of the burgeoning research in the field. Coe et al. (2014) propose that recent research into best teaching practices brings up questions about elements of good teaching and ways of measuring it. The issue of evaluating teaching attempts to answer these seemingly obvious questions about what makes good teaching. This paper aims to address some of these

questions. First, it examines the concepts of good teaching and the aspects which need to be considered in its evaluation. Next, it explores the frameworks determining good teaching which are delineated for different research and/or institutional needs. Based on the evaluation of these frameworks, the paper proposes a model for a specific set of needs of evaluating teaching from a student perspective at an Australian university.

Keywords: good teaching model, evaluation, frameworks, best teaching practices

Dobre nauczanie: modele i ich ocena

Streszczenie: To, czym jest dobre nauczanie, leży w centrum zainteresowań pedagogiki od tysiącleci. Jednakże ostatnie badania (Coe, Aloisi, Higgins i Major, 2014, Kornell i Hausman, 2016, Duke, 2012, Harmer, 2014, Grant, Stronge i Xu, 2014; Silny, Gargani i Hacifazlioglu, 2011; Hamre, Goffin i Kraft -Sayre, 2009) sugerują, że ta pozornie dojrzała i dobrze zbadana dziedzina musi zostać ponownie empirycznie przeanalizowana. Coe i in. (2014) sugerują, że ostatnie badania nad najlepszymi praktykami pedagogicznymi stawiają pytania zarówno o elementy dobrego nauczania, jak i o sposoby jego pomiaru. Przeprowadzona ewaluacja próbuje odpowiedzieć na te pozornie oczywiste pytania o to, co tak naprawdę sprawia, że nauczanie jest dobre. Niniejszy artykuł ma na celu znalezienie odpowiedzi na niektóre z tych pytań. Po pierwsze, przedstawiona jest w nim analiza pojęcia dobrego nauczania i jego różnych aspektów, które należy wziąć pod uwagę podczas oceny. Po niej następują wyniki badawczych poszukiwań poświęconych wyznacznikom dobrego nauczania skoncentrowanym wokół różnych badawczych i/lub instytucjonalnych potrzeb, by ostatecznie w oparciu o ocenę ram określających dobre nauczanie zaproponowany został model potrzeb ewaluacji nauczania z perspektywy australijskiego studenta.

Słowa kluczowe: model dobrego nauczania, ocena, ramy określające dobre nauczanie, najlepsze praktyki pedagogiczne