



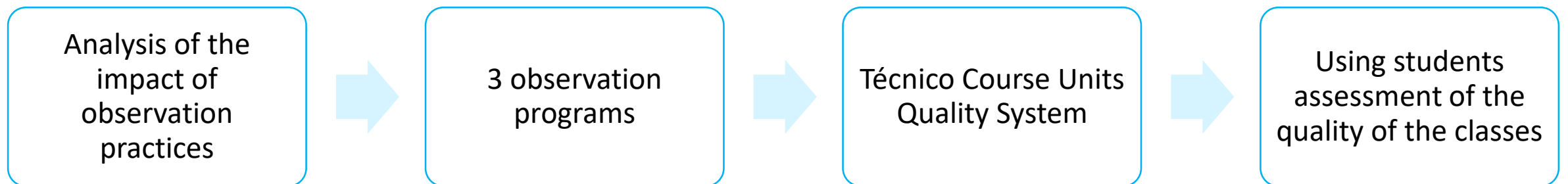
# Observing Classes at Técnico (2010–2019): *Do observations impact on the quality of teaching?*

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# Introduction

- Objective - **promote** and **improve** the **teaching skills** of teachers, promoting their **professional development**.
- Observation of classes as a process (Reis, 2011):
  - of professional interaction
  - of essential formative nature
  - centered on individual and of teachers
  - to improve the quality of teaching and learning



# Classes Observation Process

## Before

- Contact teacher and schedule the observation
- Share the observation grid with the teacher

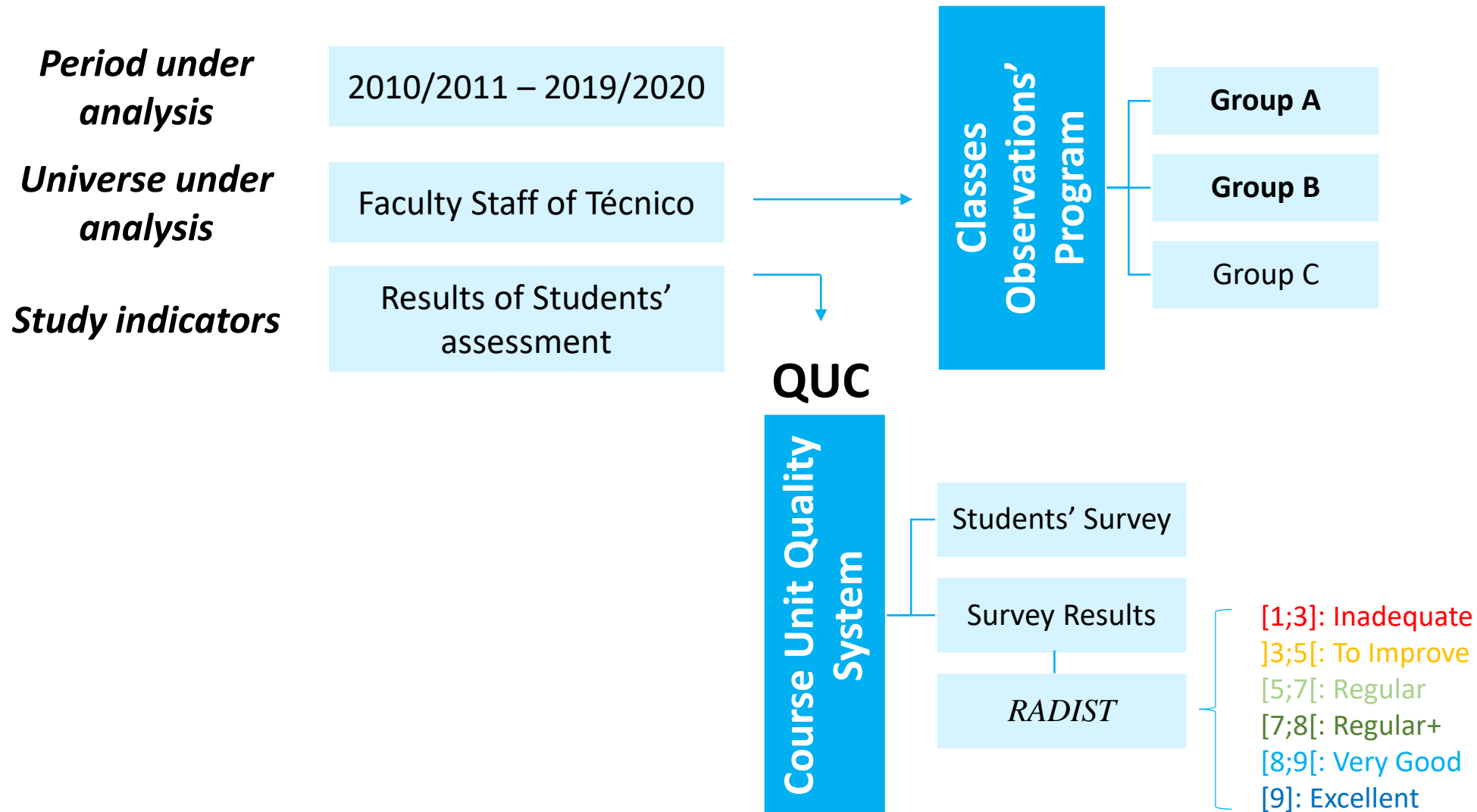
## During

- Record all observations on the grid
- 5 main areas: class organization; presentation; content; practical activities and classroom climate.

## After

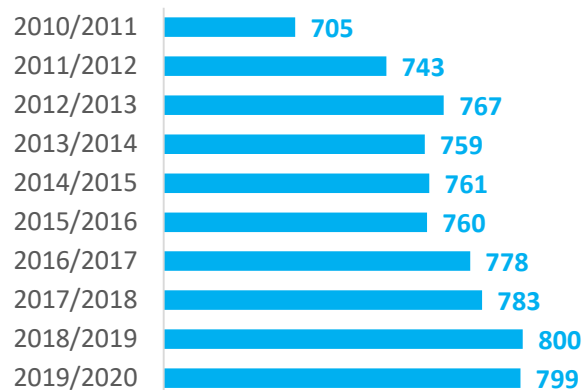
- Feedback meeting with the teacher (the identification of situations that can be improved or maintained, etc)
- Share the filled observation grid with the teacher

# Methodology



# Evaluated Faculty Staff

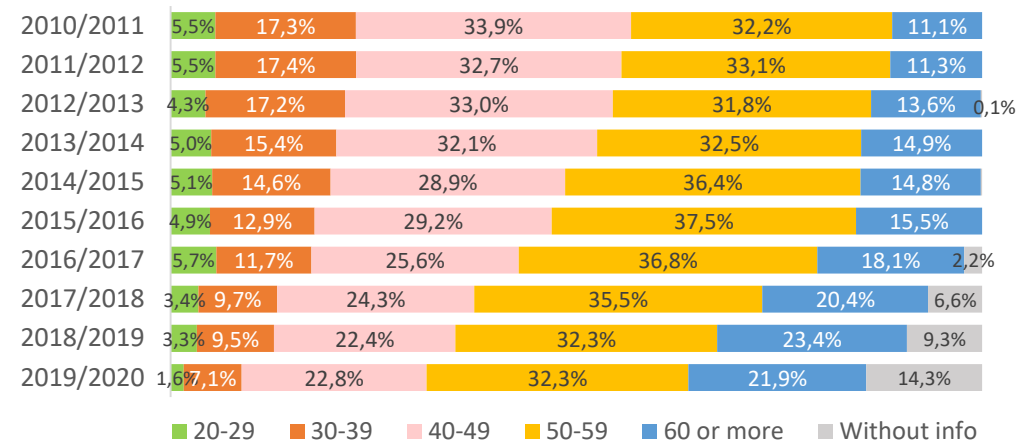
## ① Evaluated by QUC system...



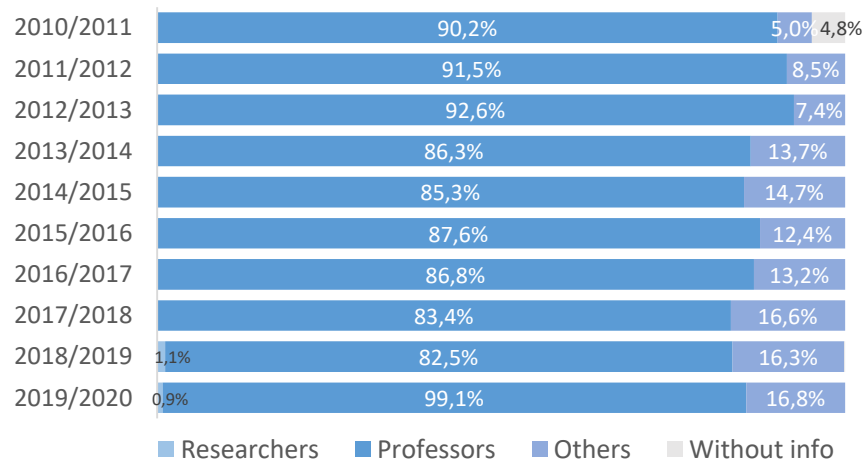
## ② ... by Sex

26% Female  
74% Male

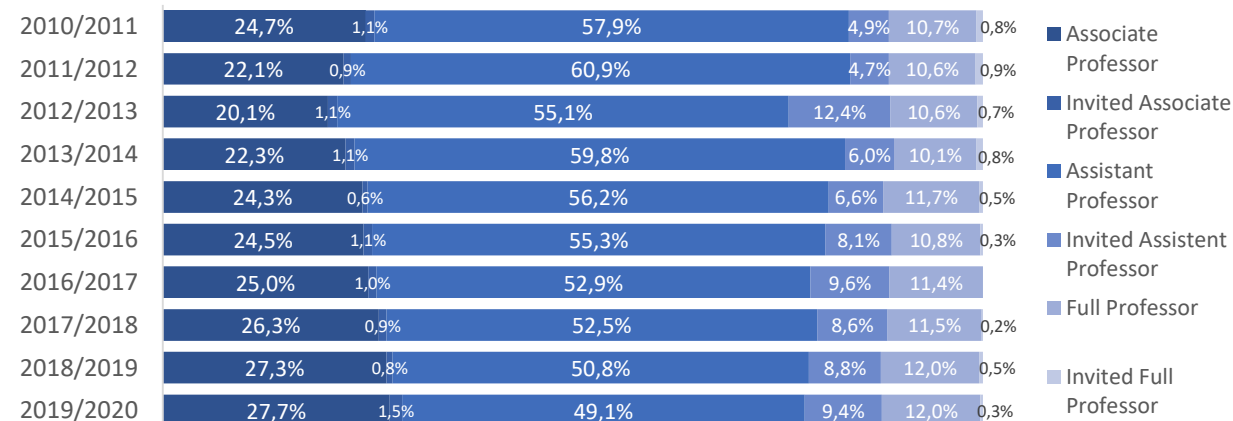
## ③ ... by Age Group



## ④ ... by Professional Category

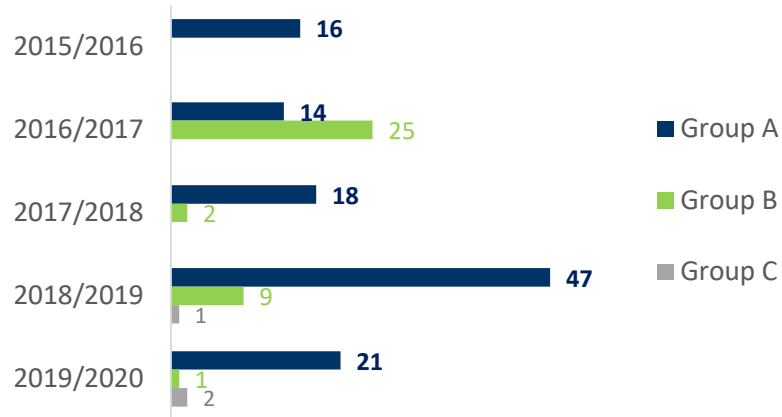


## ④.① ... by 'Professor' Category



# Observed Faculty Staff

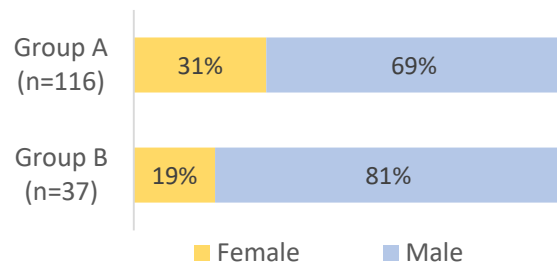
## ① Evaluated by the QUC system and observed under the different programs



Group A: more teachers observed over the years under analysis, summing up 116.

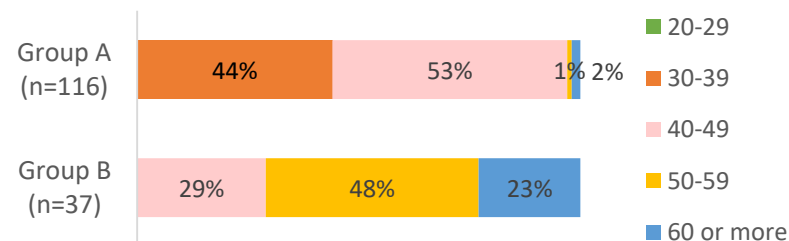
Group B: less teachers observed over the years but mostly in the first year of the classes' observation program, summing up 37.

## ② ... by Sex



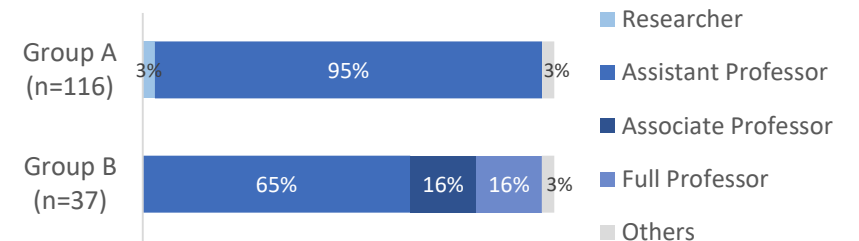
+ Male Teachers

## ③ ... by Age Group



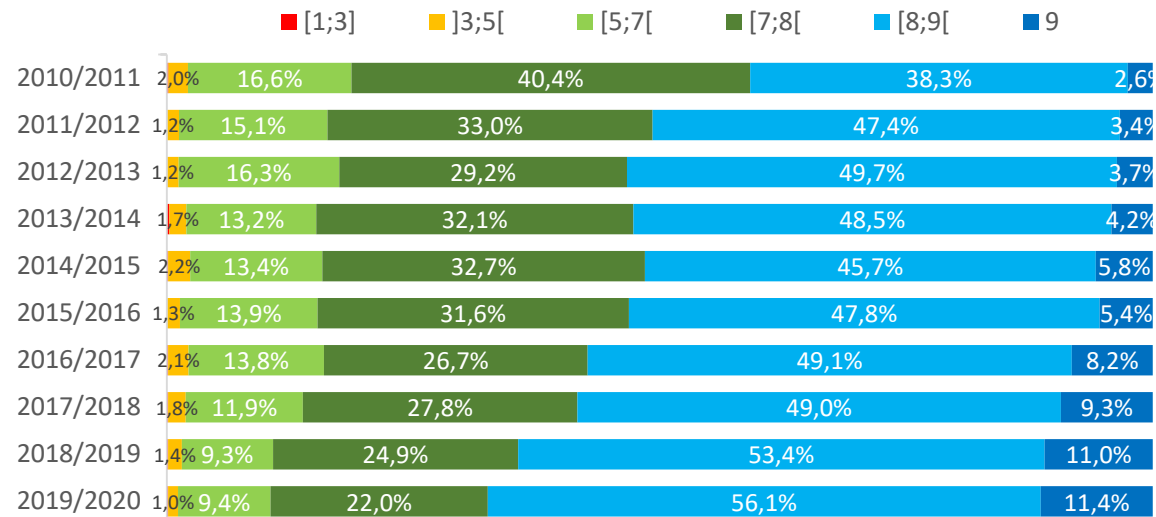
Group A: average 40 years old  
Group B: average 57 years old

## ④ ... by Professional Category



+ Assistant Professors

# Teachers' Pedagogical Performance - *Global*



1. Growing trend [\*] of “very good” and “excellent” teachers over the years.

Teachers “to improve” always less than 2%.

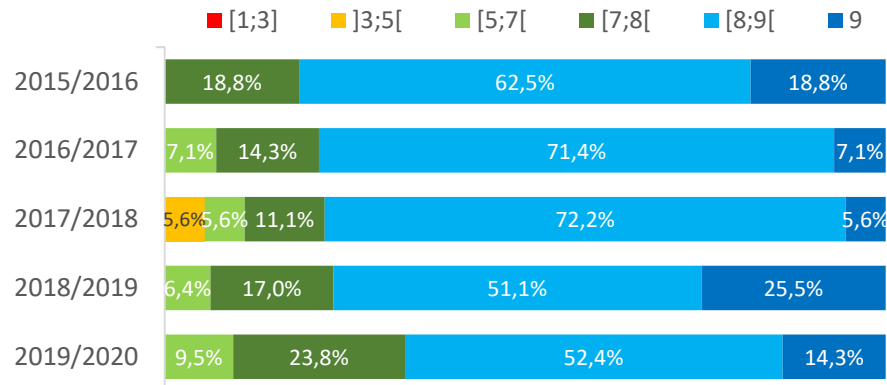
Inadequate results almost nonexistent.

[\*] Trend of very good and excellent teachers is similar, but sometimes oscillating. On average, in the last 10 years:

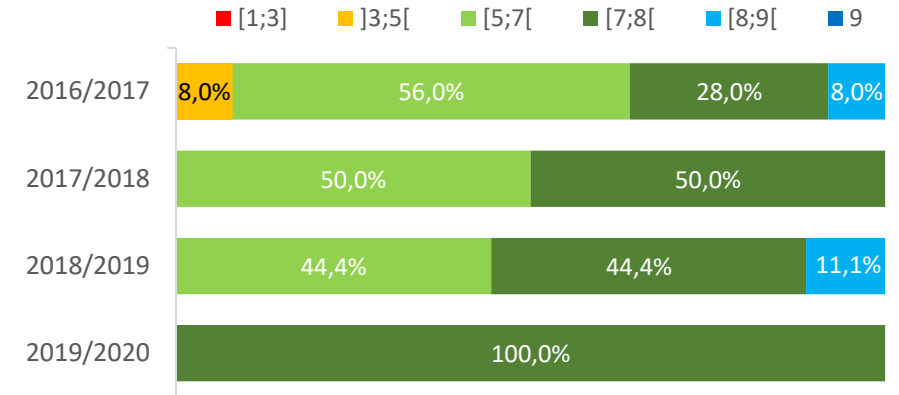
- by sex: 6.2% “excellent” and 51.1% “very good” female teachers and 6.6% “excellent” and 47.5% “very good” male teachers.
- by age group: Teachers with 20 to 39 years old have more “excellent” results than others (15.4%). Teachers with 40+ years old have more “regular/regular+” results (24%).
- by ‘Professor’ category: Assistant & Associate Professors have 47% of “very good” and 4.7% “excellent” results.

# Teachers' Pedagogical Performance – *Observed*

**Group A**  
(n=116)



**Group B**  
(n=37)

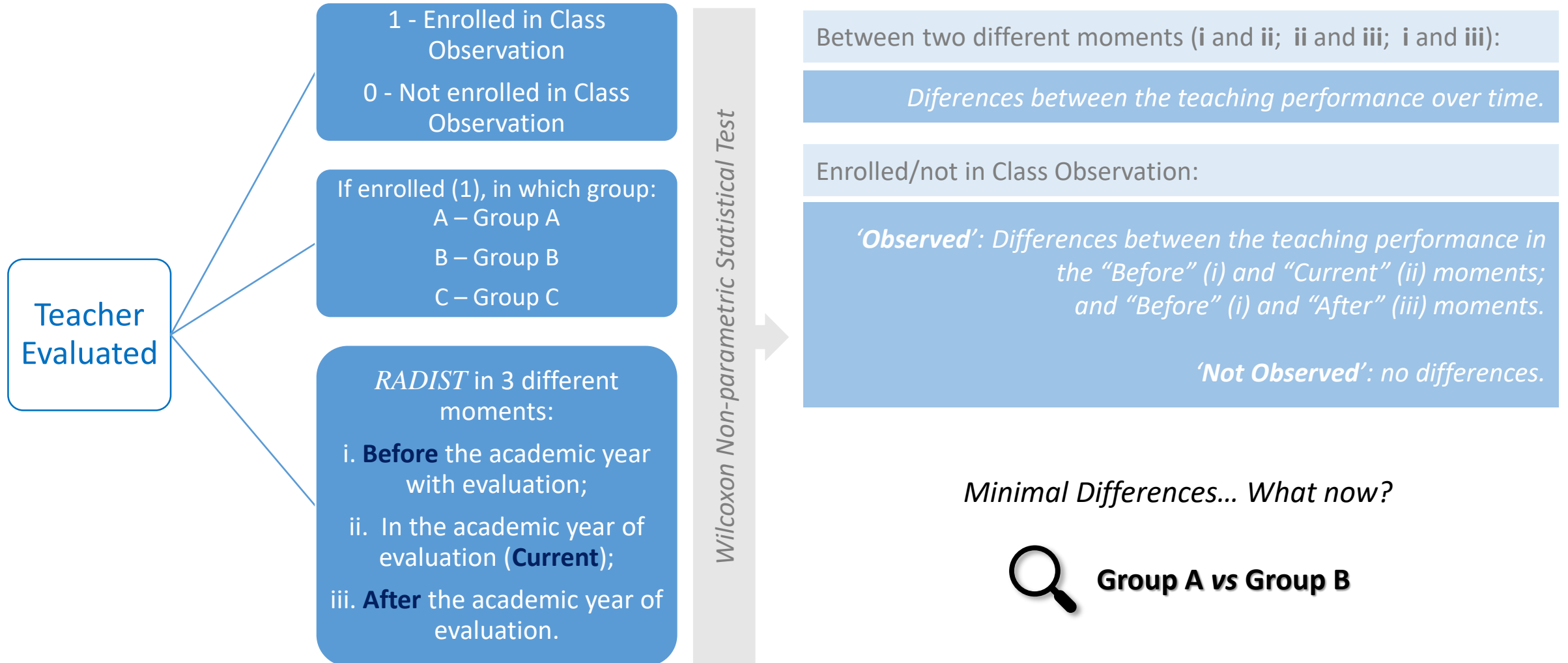


- Are there any differences in the RADIST classification between the different evaluation moments?

- Is there any effect of the ‘Class Observation’ factor on the pedagogical performance of teachers? If so, does the group in which they were observed have any impact on this effect? ”



# Impact of the Classes Observation Process



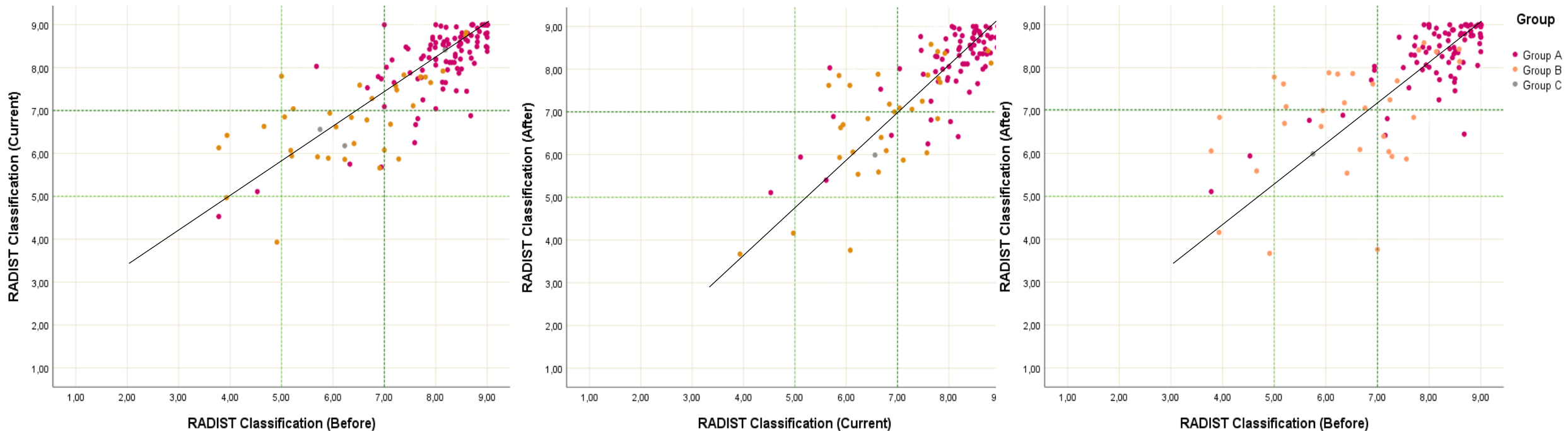
# Impact of the Classes Observation Process

Wilcoxon Non-parametric Test

*Is there any differences between teachers' pedagogical performance within the same group?*

*Group A: Better results in the 'After' moment, comparing to the 'Before' moment.*

*Group B: Better results in the 'Current' moment, comparing to the 'Before' moment.*



# Conclusions/Final remarks

- There are differences between the pedagogical performance of teachers over the years;
- Statistical evidence supporting that the pedagogical performance is better, the moment after the observation;
- Class observations are seen, by the teachers, as an appropriate means to promote the quality of teaching and the pedagogical development.

***“Excellent teachers are not born, they’re made”***



**Thank you for your attention.**

For more information please refer to:

<https://nda.tecnico.ulisboa.pt/en/>

<https://quc.tecnico.ulisboa.pt/en/>