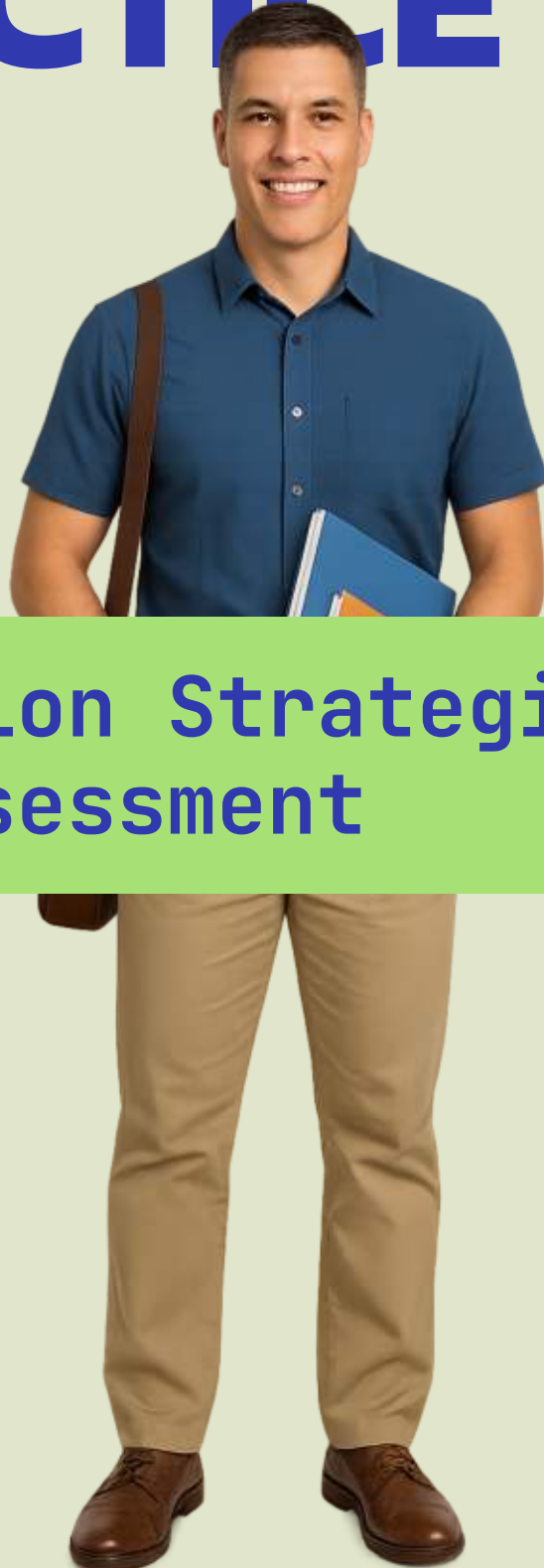PIDP: 3260

PROFESSIONAL PRACTICE

Instruct

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Date: August 23th, 2025

Evaluation Strategies Self-Assessment

VCC

Build Hello

Introduction

This document serves as a self-assessment report for my digital project, which focused on the evaluation strategy of *"reviewing a video of your own teaching to learn how to teach better."* Self-assessments are vital tools for personal growth, fostering reflection on strengths, areas for improvement, and alignment with course objectives. By critically analyzing my own work, I aim to enhance my understanding of effective teaching practices and their evaluative processes.

Strategy Selection

I chose video self-review because visual and auditory feedback offers unique insights into real-time teaching behaviors. Personally, after having observed my delivery, body language, and verbal pacing, from a video review of me teaching in PIDP 3220: Delivery of Instruction, I found video review helps identify gaps between intended and actual instruction — a dimension often overlooked in written reflections. The immediacy of seeing one's practice, for better or worse, aligns with metacognitive learning principles critical for professional development.

Learning From the Strategy

Reviewing the video of me teaching revealed subtle habits in posturing, facial expressions, and word choices, which I personally found shocking. As I understand now, there is an adjustment period once one starts reviewing video tape footage of one's professional activities in action.

I also learned to assess how clearly explanations were structured from my audiences perspective, highlighting moments where pauses, rephrasing, or looking at the audience and asking them questions could improve engagement. Additionally, I recognized the importance of analyzing classroom dynamics, including student participation patterns.

Peer Project Review:

While my busy schedule interfered, such that I could not observe my classmate's projects, I did find two publicly available resources on the topic of teacher evaluations for review.

- **Project A:** *"Acadia University Self-Directed Teaching Squares Guide."*

I appreciated the structured approach to peer observation in the self-directed Teaching Squares resource. It outlined a clear, reciprocal process where instructors observe one another's classrooms and reflect on their own practices through guided templates like "What? So What? Now What?" (Pierce, 2024), rather than offering just direct feedback.

The emphasis on self-referential reflection — focusing on insights gained from observing different teaching styles to inform personal growth — highlighted how collaborative, confidential peer learning can elevate teaching as a shared, reflective practice.

Here is an image that links to *"Acadia University Self-Directed Teaching Squares Guide"*:
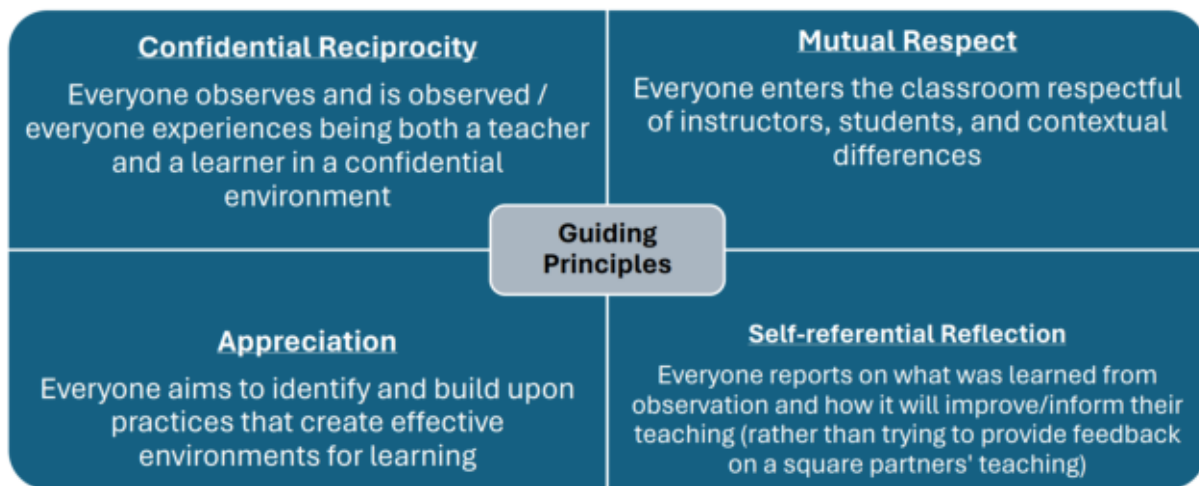
[Source: teaching.acadiau.ca/files/sites/teachingandlearning/teaching-squares-step-by-step-best-practices.pdf]

- **Project B:** *"UC Berkeley Professors read their Online Reviews"* (Kim, 2023)

I chose this video about teacher evaluation because it's a unique, *observational* example of evaluation in action. Most evaluation discussion is abstract – this is real reactions to real feedback, offering a strong illustrative case. I like its immediacy and the emotional resonance; it is impactful, in terms of understanding teacher evaluations.

From a teacher evaluation perspective, the method **demonstrates vulnerability and responsiveness**. Seeing professors *directly engage* with student feedback – even negative critiques – is powerful.

It likely builds trust by humanizing instructors and showing they aren't dismissive of student experience. Transparency matters.

For professors, it could offer unfiltered, direct insight into student perception. Beyond summary data, they may hear *how* their teaching impacts individuals, fostering empathy and pinpointing specific areas for growth. It's that raw, emotional data point often missing from formal evaluations.

Here is a link to *"UC Berkeley Professors read their Online Reviews"*:

[Source: https://www.youtube.com/watch?v=avJV0z-49-k]
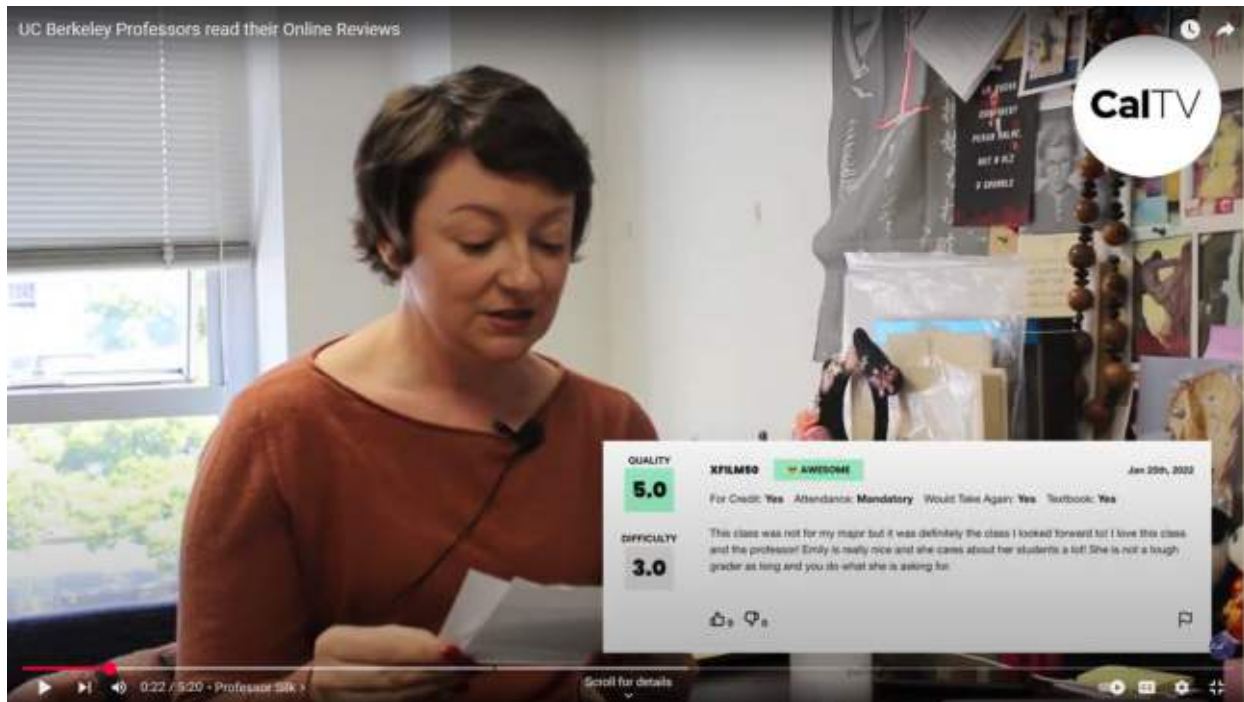
Mark out of 5

I awarded myself a mark of **4.5/5**. See the next section for a rationale.

Rationale for Mark

The video I created comprehensively addressed the guiding questions, explaining the strategy's benefits (e.g., objective feedback, accessibility), and limitations (e.g., time investment) in depth.

The visuals successfully captured attention, while crisp audio and annotated text kept viewers engaged. Technically, the video adhered to the 4-minute limit and the Creative Commons-licensed was listed in the text below the video. However, I did not visually include references in the video. The number of references used met the technical specification, but those references are listed in this document, which is why I deducted 0.5 marks.

The video was professionally presented and the project met rubric criteria, reflecting strong alignment with the objectives of fostering reflective practice and practical evaluation skills.

Conclusion

This self-assessment reflects my effort to create a digital project that effectively explains video-based self-evaluation, its utility, and its implementation.

While I'm proud of the content's clarity and engagement, I acknowledge I did not explicitly showcase references on-screen.

Overall, however, the project underscores my learning journey and commitment to growth. Alignment with the rubric further confirms that the deliverables met most expectations strategically and creatively.

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