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Why good evaluation practices matter?

Evaluation = a tool for growth, not control.
Helps identify effective teaching and learning processes.
Provides timely, actionable insights – not just end-of-semester data.
Builds trust and dialogue between teachers, students, and institutions.

Principles of effective teaching evaluation

Transparency – clear purpose and criteria communicated to all.

Diversity of methods – combine surveys, peer observation, and learning analytics.

Formative focus – continuous improvement over judgment.

Participation – involve both teachers and students in design and interpretation.

Feedback loop – ensure results lead to visible actions and improvements.

Methods that work

Peer observation schemes → structured collegial feedback.

Mid-semester check-ins → quick pulse surveys or classroom observations.

Student-teacher reflection sessions → discussing what helps learning.

Playful tools → such as *Didactic Bingo*, encouraging active observation.

How to make evaluation useful

- Integrate feedback into staff development plans.
- Share good practices openly (e.g., Teaching Excellence Days, internal networks).
- Recognize and reward innovation in teaching.
- Ensure leadership commitment and adequate time for reflection.
- Use digital tools for easy data collection and visualization.

Why rethink teaching evaluation?

Traditional surveys $\neq$ real teaching quality.
Over-reliance on end-of-course questionnaires.
Low validity and reliability.
Evaluation often confuses *course quality* with
teacher personality.



Need for tools that:

engage students actively,
foster reflection,
provide formative feedback.

Challenges in evaluating university teaching

Lack of trust in evaluation results.

“Evaluation fatigue” among both staff and students.

Overly quantitative, impersonal instruments.

Limited use of results for improvement.

Goal: create a simple, engaging and evidence-based evaluation tool supporting continuous improvement.



Origins of the project

Developed during the course “Empowering Change: Designing Social Innovations in Education”

University of Warsaw, Spring 2025.

Team: 7 Erasmus students from different European universities.

Aim: design a playful evaluation tool combining *academic rigor* and *student creativity*. Language of work: English (later translated into Polish)

Project assumptions

Tool must be: easy to use, research-informed, interculturally adaptable, *fun!*

Inspired by “Bingo” game mechanics → observation + reflection = learning.

Dual function: (1) collecting feedback, (2) promoting reflection on teaching/learning.

How we made it!

Stage 1: Literature review

Analysis of modern didactic theories and frameworks: Constructivism, Kolb's learning cycle, Bloom's taxonomy, Student-Centered Learning, Rosenshine's *Principles of Instruction*.

4EU+ Framework: research-based, active, critical, self-directed, inclusive education.

Outcome → list of 80 observable teaching behaviours.

Stage 2: Linguistic & conceptual analysis



Aim: clarity and uniqueness of items.
Conducted by advanced pedagogy students.

Result: reduced to 38 clear, non-overlapping behaviours.

Stage 3: Online study 1 academic teachers (N = 67)

Participants from 7 countries.

Rated usefulness of each practice (1–5 scale).

Mean = 4.00 / 5.

Most valued

Teacher used real-life examples related to the subject	4,66
Teacher created a friendly atmosphere	4,61
Teacher gives enough time to the students to answer the questions	4,55
Teacher listens the opinion of the students	4,55
Teacher motivates students to see mistakes as a natural part of learning	4,43
Teacher repeats the material when necessary	4,40
Teacher proposes activities accessible to all students	4,38
Teacher explains the goal of the lesson	4,37
Teacher asks a set of questions related to subjects	4,35
Teacher checks for understanding before moving on	4,31
Teacher gives feedback or corrects errors during practice	4,31

Stage 4: Online study 2

Students (N = 97)



Participants from 12 countries (Erasmus+ network).
Mean = 3.90 / 5.

Stage 5: Matching indicators

Combined teacher + student ratings.
Created sum index (2–10 points) to identify
shared priorities.

Final 24 practices with highest scores included in
Didactic Bingo.

What is “Didactic Bingo”?

Interactive observation form of Bingo card (5×5).
Each field = a good teaching practice (e.g. “The teacher checks understanding before moving on”).
One blank field → student’s own observation.
Used during classes – students mark observed behaviours.

Didactic Bingo

Mark the behaviors that occurred during the class you attended.

In empty tiles, write what you observed that is not on our list.

	Teacher facilitates a debate during class	Teacher gives enough time to the students to answer the questions	Teacher motivates students to see mistakes as a natural part of learning	Teacher gives feedback or corrects errors during practice
	Teacher facilitates case-study discussions	Teacher keeps the class focused	Teacher checks the student's understanding of new material	Teacher encourages independent practice

Dual function of the tool

FOR STUDENTS	FOR TEACHERS
active observation	self-evaluation
reflection on learning	identification of strong & weak points
engagement & motivation	planning improvements
voice in evaluation	data for mentoring or peer feedback

Implementation options

Individual or group observation.
Used in lectures, workshops, seminars.
Anonymous or open feedback form.

Can support: mentoring programs, peer observation,
teacher development workshops.

Research insights & potential

First results:

High engagement among students.

Positive reception by lecturers (“easy, constructive, non-threatening”).

Revealed gaps in practice → evidence for training needs.

Encouraged dialogue teacher ↔ student.

Didactic and institutional potential

Strengthens *evaluation culture* in higher education.
Supports reflective and inclusive teaching.
Builds bridges between international students and local staff.

Adaptable for: intercultural classrooms, teacher training courses, peer observation protocols.

Broader impact

Encourages playful learning & feedback literacy.
Can be localized (different languages/cultures).
Promotes open academic atmosphere

*Fits into European values of cooperation, transparency
and student partnership.*

Conclusions

“Didactic Bingo” combines *rigor* + *fun*.
Simple → yet meaningful feedback tool.
Enhances student agency, teacher reflection, and
intercultural understanding.

Next steps: further testing, digital version (mobile /
online), adaptation in partner universities.



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