



From Feedback to Practice: Exploring How College Instructors Reflect on and Apply Faculty Evaluation Results

Carl Jay I. Oliveros

Saint Columban College, Pagadian City, Philippines

E-mail: carljay.oliveros@sccpag.edu.ph, ORCID ID: <https://orcid.org/0009-0006-7198-415X>

Mario F. Alayon

Saint Columban College, Pagadian City, Philippines

E-mail: marfalayon@sccpag.edu.ph, ORCID ID: <https://orcid.org/0009-0000-7819-9206>

Received 27/07/2026

Revised 11/08/2026

Accepted 10/09/2026

Abstract

Background and Aim: Faculty evaluation is a quality-assurance mechanism that encourages reflective teaching and professional development in higher education. This study explored how instructors reflected on evaluation results and applied feedback to improve practices at a higher education institution in Lanao del Norte, Philippines, during School Year 2024–2025.

Materials and Methods: A qualitative single-case study grounded in Schön's Reflective Practice Theory was employed. Purposive sampling recruited seven instructors from Early Childhood Education, Criminology, Entrepreneurship, and Agriculture. Participants had one to nine years of teaching experience and had completed at least two consecutive evaluation cycles. Data were gathered through in-depth, semi-structured interviews, with observations and field notes used for triangulation. Thematic analysis identified themes in participants' experiences.

Results: Instructors demonstrated reflection-on-action by reviewing feedback and critically examining teaching practices. Reflection-in-action occurred through real-time adjustments to delivery, classroom management, and teaching strategies in response to learners' needs. Participants valued comments and reported increased confidence. However, they experienced challenges addressing diverse learner needs, overcoming limited pedagogical knowledge, and implementing feedback. They managed these through instructional flexibility, collegial collaboration, and student support. Overall, faculty evaluation strengthened instructional effectiveness, teacher self-efficacy, and institutional accountability by promoting reflection and adaptive teaching.

Conclusion: Faculty evaluation functions as a transformative tool that fosters reflective practice, strengthens professional competence, and supports instructional improvement in higher education. Institutions should establish structured, dialogue-based feedback systems that help instructors interpret evaluation findings and translate them into meaningful classroom practices. Such systems can reinforce professional learning, responsive instruction, and institutional commitment to educational quality.

Keywords: Faculty Evaluation, Reflective Practice, Teacher Self-efficacy, Pedagogical Improvement, Higher Education

Introduction

Faculty evaluation is an essential component of quality assurance in higher education, serving not only as a mechanism for accountability but also as a means of promoting professional development and instructional improvement. Across higher education institutions, evaluation systems are increasingly viewed beyond their traditional summative function, with greater emphasis placed on feedback as a resource for improving teaching practices and supporting student learning (Röhl et al., 2025). However, the value of faculty evaluation depends not simply on the collection of evaluation results but on how instructors interpret, reflect on, and apply feedback to their instructional practices.

Reflective practice plays an important role in transforming evaluation feedback into meaningful pedagogical change. Research indicates that reflective critique can strengthen instructors' capacity to examine and modify their instructional practices, while feedback supported by explanation, dialogue, and critical reflection can promote greater responsiveness to learners' needs (Amin et al., 2025; Cai et al., 2023). Reflective practice involves an ongoing process of examining teaching experiences, evaluating instructional decisions, and making adjustments that support professional growth and instructional responsiveness (Mohamed et al., 2022). Thus, faculty evaluation can serve as a





developmental process when instructors actively engage with feedback and translate it into changes in classroom practice.

Despite the growing recognition of evaluation as a developmental mechanism, limited attention has been given to how instructors personally experience the process of moving from receiving evaluation feedback to implementing changes in their teaching. Existing studies have frequently emphasized institutional effectiveness, faculty perceptions, and quantitative measures of evaluation outcomes, providing less insight into the reflective processes through which instructors interpret feedback and make instructional decisions (Constantinou & Wijnen-Meijer, 2022). Although previous research has examined relationships among faculty evaluation, reflective practice, and instructional improvement (Yadav & Bhatia, 2022; DeLuca et al., 2023), the lived experiences of instructors in translating evaluation results into classroom practice remain insufficiently explored.

This gap is particularly relevant in higher education contexts where institutional conditions, professional development opportunities, and resource limitations may influence how evaluation feedback is understood and utilized (Bawani & Mphahlele et al., 2021). In the Philippine higher education context, faculty evaluation is closely associated with quality assurance, accreditation, and institutional accountability, yet local evidence also indicates challenges in interpreting and utilizing evaluation feedback for instructional improvement (Pontillas et al., 2025; Sinsay-Villanueva et al., 2025). Understanding faculty evaluation from the instructors' perspective is therefore important in determining how evaluation results can move beyond compliance and contribute to meaningful changes in teaching practice.

Given these gaps, this study explored how college instructors reflected on and applied faculty evaluation results in their instructional practices in a higher education institution in Lanao del Norte, Philippines, during the School Year 2024–2025. Specifically, the study sought to understand how instructors interpreted evaluation feedback, translated it into classroom practice, addressed challenges encountered during implementation, and perceived its influence on their professional growth. Anchored on Schön's Reflective Practice Theory, the study contributes to a deeper understanding of faculty evaluation as a reflective and developmental process that can support instructional improvement and professional growth in higher education.

Objectives

This study explored how college instructors reflect on and apply faculty evaluation results within their teaching practice in one of the higher education institutions (HEIs) in Lanao del Norte during the SY 2024-2025. This study focused on answering the central question: "How do college instructors reflect on and apply faculty evaluation results in their instructional practices?"

Specifically, the study answered the following sub-questions:

How do college instructors reflect on their faculty evaluation results, including the feedback they consider significant and useful for improving their teaching practices?

How do college instructors translate evaluation feedback into classroom practices and instructional strategies?

What challenges do college instructors encounter when applying evaluation results, and how do they address these challenges?

How do college instructors perceive the role of faculty evaluation in enhancing their teaching practices and professional growth?

Literature review

Faculty Evaluation in Higher Education

Faculty evaluation has become an indispensable component of quality assurance in higher education, promoting instructional effectiveness, institutional accountability, and continuous professional development. Evaluation systems are designed not only to assess teaching performance but also to improve educational quality through systematic feedback that informs instructional decision-making (Röhl et al., 2025). Over time, the focus of faculty evaluation has shifted from predominantly summative approaches toward formative processes that encourage reflection and instructional enhancement.





Research demonstrates that evaluation systems are most effective when feedback is actively translated into instructional improvement. Zhang et al. (2024) found that instructors who regularly utilize evaluation results are more likely to revise curricula, adopt student-centered teaching strategies, and integrate digital technologies that enhance student engagement. Likewise, Chamberland et al. (2025) reported that evaluation systems that combine structured feedback with reflective action significantly outperform those viewed merely as institutional compliance mechanisms.

Reflective Practice as a Framework for Instructional Improvement

Reflective practice provides the theoretical foundation through which instructors interpret and utilize evaluation feedback for continuous professional growth. Amin et al. (2025) demonstrated that incorporating reflective critique into faculty development programs strengthens instructors' capacity to analyze their teaching and implement pedagogical improvements. Similarly, Cai et al. (2023) emphasized that feedback accompanied by explanation, dialogue, and critical reflection enhances instructors' adaptability and responsiveness to learners.

Mohamed et al. (2022) described reflective practice as an ongoing cycle of planning, implementation, evaluation, and critical analysis that promotes instructional responsiveness and lifelong professional learning. Supporting these findings, Yadav and Bhatia (2022) found that reflective feedback significantly improves higher-order learning and metacognitive development, while DeLuca et al. (2023) concluded that coaching-based reflective approaches foster deeper learning and sustained instructional enhancement across higher education settings.

Institutional Support and Leadership in Faculty Evaluation

Institutional leadership plays a critical role in determining whether faculty evaluation contributes to meaningful instructional improvement. Constantinou and Wijnen-Meijer (2022) reported that peer-review programs incorporating structured post-observation discussions and reflective dialogue substantially increase faculty members' application of evaluation feedback. Similarly, Fuentes-Cimma et al. (2024) found that leadership initiatives promoting multi-source feedback and supportive departmental structures foster a culture of continuous instructional improvement.

Conversely, Ericson et al. (2025) argued that when follow-up processes remain unclear, instructors frequently perceive evaluation as an administrative requirement rather than a developmental opportunity. These findings suggest that supportive institutional environments are essential for maximizing the developmental value of faculty evaluation.

Digital Technologies and Faculty Evaluation

Digital transformation has substantially influenced faculty evaluation, particularly following the COVID-19 pandemic. Learning analytics, instructional dashboards, and digital feedback systems provide instructors with timely information that supports instructional planning, classroom engagement, and formative assessment (Celik et al., 2022). Bajwa et al. (2024) likewise demonstrated that analytical tools assist faculty members in optimizing instructional strategies while adapting to evolving educational contexts.

However, digital evaluation systems alone cannot ensure instructional improvement. Zhang et al. (2024) emphasized that faculty require guidance in interpreting evaluation data before meaningful pedagogical changes can occur. Romero and Ventura (2024) similarly observed that while learning analytics create valuable opportunities for improving instructional quality, they also present challenges that require institutional support and faculty readiness.

Faculty Evaluation in the Philippine Context

Faculty evaluation has become increasingly important within Philippine higher education because of its close relationship with quality assurance, accreditation, and institutional effectiveness. Sinsay-Villanueva et al. (2025) reported that evaluation outcomes increasingly guide institutional improvement initiatives and contribute to strengthening teacher education programs.

Despite these developments, local evidence indicates that instructors continue to face challenges in interpreting and applying evaluation feedback within their classroom contexts. Pontillas et al. (2025) found that although evaluation policies are well established, faculty members often struggle to transform evaluation reports into meaningful instructional improvement because of contextual and institutional factors.



Conceptual Framework

This study is anchored on the theory proposed by Schön (1983), the Reflective Practice Theory, which offers a theoretical framework within which the effect of faculty evaluation results on the improvement of teaching practices may be considered significant. The framework of Schön (1983) points out that professional development is not solely a matter of knowledge acquisition but an active reflection on the practitioner's work and experience to update and change instructional practice (Schön, 1983).

One of the main characteristics of the theory is the differentiation between reflection-in-action, which occurs during the teaching process when teachers adaptively respond to classroom relationships, and reflection-on-action, which occurs after the teaching process when teachers critically reflect on what has actually happened and design ways to improve (Schön, 1983). Reflective practice in the field of professional evaluation is approached through both internal and peer conversations, which support the provision of evaluative feedback as a stimulus for meaningful reflection on practice (Tovey & Skolits, 2022).

The result of faculty evaluation in this study acted as a systematic reflection-on-action mechanism. They also gave instructors external views on how they teach, highlighting their strengths as well as areas where they need to concentrate on improvement. This reflective practice enabled the instructors to decompose and internalize feedback, discover patterns, and identify areas of improvement. Through this type of reflection, over time, reflection-in-action was formed so that the instructor can develop more responsive, evidence-based judgments in real time when teaching knowledge (Schön, 1983).

Using the theory underlying the work of Schön, this research did not present faculty evaluation as rigid decisions, but rather as a dynamic point where continuous professional development begins. Evaluation served as the driver of reflective cycles that stimulated increased self-knowledge, flexibility, and more student-centered pedagogies. These processes demonstrate that reflection is an important influence on teacher development and instruction (Cole et al., 2022). Basing the research on this paradigm drew attention to the potential of transforming faculty evaluation systems, making them instruments of perpetual reflection, innovation, and development, rather than of accountability.

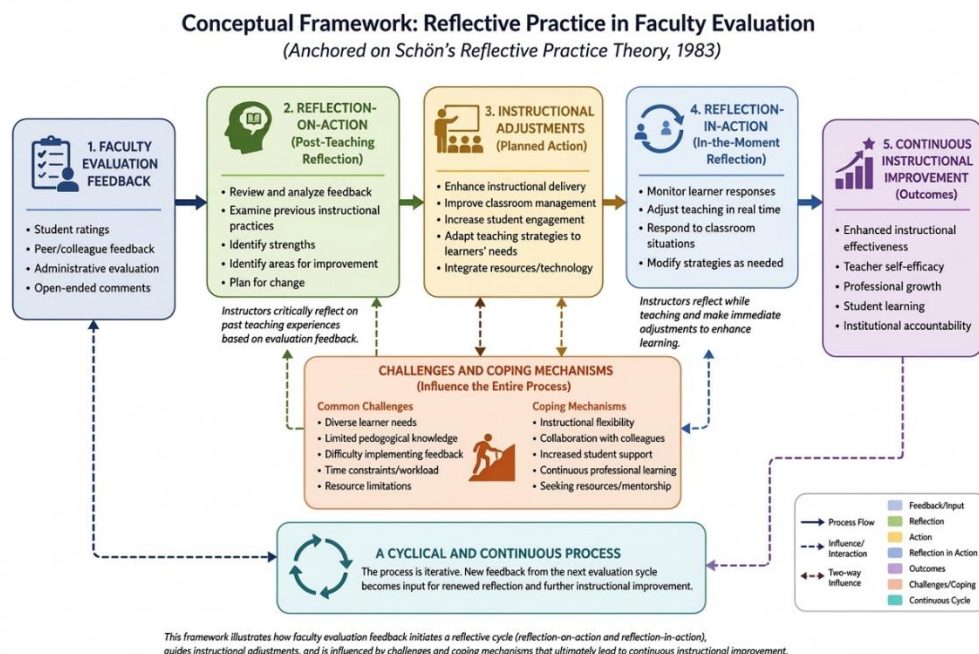


Figure 1. Conceptual Framework

The conceptual framework, anchored in Schön's Reflective Practice Theory (1983), illustrates faculty evaluation as a cyclical, continuous process of reflection and instructional improvement. The process begins with faculty evaluation feedback from students, peers, colleagues, and administrators,



as well as open-ended comments, which prompts instructors to engage in reflection-on-action by reviewing and critically examining their previous instructional practices, identifying strengths and areas for improvement, and planning necessary changes. These reflections inform instructional adjustments, such as enhancing instructional delivery, improving classroom management, increasing student engagement, and adapting teaching strategies to learners' needs. As instructors implement these adjustments, they engage in reflection-in-action by monitoring learner responses and modifying their teaching in real time. Throughout the process, instructors may encounter challenges related to diverse learner needs, limited pedagogical knowledge, difficulties in implementing feedback, workload, and resource limitations, which they address through instructional flexibility, collaboration with colleagues, increased student support, professional learning, and mentorship. Ultimately, this reflective cycle contributes to continuous instructional improvement, including enhanced instructional effectiveness, teacher self-efficacy, professional growth, student learning, and institutional accountability, while subsequent evaluation feedback provides new input for further reflection and improvement.

Methodology

Research Design

This study employed a qualitative single-case study design to explore how college instructors interpreted, reflected on, and applied faculty evaluation results in their teaching practices within one higher education institution in Lanao del Norte.

Research Environment and Participants

Seven full-time college instructors were purposively selected from four academic departments: Early Childhood Education, Criminology, Entrepreneurship, and Agriculture. Participants had completed at least two consecutive faculty evaluation cycles and had 1–9 years of teaching experience. Inclusion criteria required participants to be full-time instructors, have completed at least two evaluation cycles, be willing to participate, and be able to reflect on how evaluation feedback influenced their instructional practices. Participants who did not meet these criteria or were unwilling to participate were excluded.

Data Collection

Data were gathered through semi-structured interviews, classroom observations, faculty evaluation results, and rating sheets. The researcher used a content-validated interview guide with open-ended questions and follow-up prompts. Interviews were audio-recorded with permission and transcribed verbatim. Classroom observations used the institution's observation tool and documented instructional delivery, classroom management, student interaction, and assessment practices.

Data Analysis

The data were analyzed systematically through the following steps: (1) interviews were transcribed verbatim and checked against the audio recordings; (2) significant statements and recurring ideas were identified through open coding; (3) related codes were grouped into categories; (4) categories were refined into themes; and (5) emerging themes were aligned with the research questions and interpreted through Schön's Reflective Practice Theory. Member checking was conducted to verify participants' responses.

Trustworthiness and Rigor

Trustworthiness was established through triangulation of interviews, classroom observations, and evaluation documents, together with member checking and peer debriefing. Credibility was strengthened through multiple data sources, while dependability and confirmability were supported through systematic coding and peer review. Detailed contextual and participant information supported transferability.

Ethical Considerations

The study obtained institutional permission before data collection and secured informed consent from all participants. Participation was voluntary, and participants could withdraw at any time. Confidentiality was maintained through participant codes and secure data storage, while recording was conducted only with consent.





Results

This chapter presents the results and discusses how college instructors reflect on and apply faculty evaluation results in their teaching practices at a higher education institution in Lanao del Norte for SY 2024–2025. Data were gathered through semi-structured interviews with 7 instructors (IP01–IP07) from 4 departments, with 1–9 years of teaching experience. Findings are organized according to the research questions and supported by translated verbatim responses, covering instructors’ reflections, useful feedback, application strategies, challenges, coping mechanisms, and perceptions of faculty evaluation.

Participant Demographic Table

Table 1 Profile of the Instructor-Participants

Participant	Academic Discipline	Teaching Experience	Pedagogical Training Background
IP01	Entrepreneurship	2 years	Education graduate
IP02	Entrepreneurship	7 years	Non-education graduate
IP03	Early Childhood Education	9 years	Education graduate
IP04	Criminology	4 years	Non-education graduate
IP05	Agriculture	4 years	Non-education graduate
IP06	Agriculture	3 years	Non-education graduate
IP07	Entrepreneurship	2 years	Education graduate

Note: Participants were purposively selected from four academic departments. Participants IP02, IP04, IP05, and IP06 were non-education graduates, while IP01, IP03, and IP07 had education-related backgrounds. Pseudonyms/codes were used to maintain confidentiality.

Instructors’ Reflection on Faculty Evaluation Results

Participants reflected on faculty evaluation results by reviewing their strengths and weaknesses, recognizing the value of constructive feedback, and developing greater confidence in their instructional abilities. Their responses demonstrate that evaluation was viewed not merely as a rating of performance but as a source of information for reconsidering previous teaching experiences and identifying areas for improvement.

Reviewing and Valuing Evaluation Feedback

Five of the seven participants described evaluation results as a “mirror” that revealed both strengths and areas for growth, as illustrated in the following excerpts:

“After I received the evaluation results, I felt that there were things I needed to improve in my teaching. I saw my weaknesses and my strengths in teaching students.” – IP04.

“Some of the comments were negative, and some were positive, but they helped me improve and develop my teaching strategies.” – IP03.

These accounts indicate that participants used evaluation results to reassess their instructional strengths and weaknesses. Rather than perceiving feedback solely as an assessment of performance, they interpreted it as information that could guide changes in their teaching practices. This reflective interpretation was particularly evident among participants who discussed negative feedback as an opportunity for improvement.

The process of reviewing and valuing evaluation feedback was also reflected in the researcher’s fieldnotes. During the interview sessions, instructor-participants demonstrated a reflective attitude toward the feedback they received. They recognized both positive and negative comments as opportunities to identify strengths, acknowledge areas for improvement, and reconsider their existing instructional practices (Oliveros, fieldnotes, January 14, 2026).

Five of the seven participants further described negative feedback as a useful professional resource rather than a personal criticism, as illustrated in the following excerpts:

“If you do not take feedback negatively, you can turn it into an improvement for yourself as a teacher.” – IP02

“The feedback I found most helpful were the negative ones because I became more aware of my lapses.” – IP07





These responses suggest that participants developed a constructive orientation toward criticism. Specific feedback helped them identify instructional behaviors that required attention and encouraged them to reconsider established practices. This process reflects Schön's (1983) concept of reflection-on-action, wherein practitioners examine experiences after they occur and use their reflections to inform subsequent actions.

Strengthening Instructional Confidence

Four of the seven participants described faculty evaluation as contributing to their confidence and developing sense of competence as instructors, as illustrated in the following excerpts:

"Teaching is not my forte, but with the comments I received, I can say that I have improved a lot." – IP01

"That was the time I realized that I am a good mentor and teacher. I was surprised because it was my first teaching experience, and observing that students were learning from my lessons gave me confidence in my teaching abilities." – IP06.

These accounts demonstrate that evaluation provided both corrective and affirming information. Constructive feedback identified areas requiring improvement, while positive feedback validated participants' existing capabilities. This was particularly meaningful for instructors who initially doubted their teaching competence.

The role of faculty evaluation in strengthening instructors' confidence was also reflected in the researcher's fieldnotes. During the interview sessions, instructor-participants appeared affirmed when discussing positive evaluation experiences and demonstrated a sense of confidence when describing feedback that recognized their instructional strengths. Their reflections suggested that evaluation served not only to identify areas for improvement but also to reinforce their belief in their capacity as educators (Oliveros, fieldnotes, January 14, 2026).

These findings indicate that faculty evaluation can perform both corrective and affirming functions. While constructive criticism directs instructors toward areas requiring development, positive feedback reinforces professional confidence and encourages instructors to sustain effective practices.

Translating Evaluation Feedback into Instructional Practice

Participants translated evaluation feedback into classroom practice by identifying specific instructional areas for improvement, adapting teaching approaches to learners' needs, and using feedback as motivation for continued teaching development. The findings indicate that instructors did not simply receive evaluation results; they interpreted and selectively applied them according to their instructional contexts.

Targeted Instructional Enhancement

Three of the seven participants described evaluation feedback as a guide for identifying specific aspects of their teaching that required modification, as illustrated in the following excerpts:

"First, I received some negative feedback from the faculty evaluation, and I acknowledged that there were parts of my teaching that needed to be changed." – IP01

"I focused on the evaluation feedback where I felt I was weak so that I could improve those weaknesses." – IP04

These accounts indicate that instructors selectively prioritized feedback that identified concrete areas for improvement. Rather than attempting to implement every recommendation simultaneously, they focused on manageable instructional concerns that could directly influence their teaching practices. The translation of evaluation feedback into specific instructional improvements was also noted in the researcher's fieldnotes. During the interview sessions, instructor-participants identified particular aspects of their teaching that they had reconsidered following evaluation, including instructional delivery, classroom management, and teaching strategies. Their discussions reflected an intentional effort to identify specific weaknesses and consider practical ways of addressing them in subsequent teaching sessions (Oliveros, fieldnotes, January 14, 2026).

The finding suggests that evaluation feedback becomes more actionable when instructors connect general comments with specific instructional behaviors. This selective and intentional use of feedback demonstrates professional agency and supports the view that reflective judgment is necessary for translating feedback into meaningful pedagogical change.





Responsive and Learner-Centered Teaching

Three of the seven participants described modifying their teaching approaches after recognizing that students struggled to understand lessons or respond to previous instructional strategies, as illustrated in the following excerpts:

“Through the evaluation feedback, I changed the way I applied what I had learned before, because teaching should depend on the needs of the students.” – IP02

“I use faculty evaluation feedback especially to support slow learners by giving them opportunities to express their opinions.” – IP05.

These responses demonstrate a shift from rigid or uniform instructional approaches toward more responsive teaching. Participants reported simplifying explanations, increasing interaction, providing opportunities for student expression, and considering learner differences when selecting strategies. The researcher’s fieldnotes further indicated that instructor-participants were attentive to differences in students’ learning needs and classroom responses. During the interview sessions, participants frequently connected their use of evaluation feedback with the need to adjust explanations, activities, and teaching approaches according to students’ levels of understanding and participation. Their reflections indicated that instructional effectiveness required flexibility and responsiveness to learners (Oliveros, fieldnotes, January 14, 2026).

Four of the seven participants further described using activities, practical applications, and varied instructional materials to increase student engagement, as illustrated in the following excerpt:

“It is really important because sometimes negative comments make us realize that our teaching strategy may not be correct or suitable for all students. For example, a teaching method that works for one student may not work for a slow learner.” – IP07.

These findings demonstrate that evaluation encouraged instructors to make their teaching more learner-centered and context-responsive. This reflects reflection-in-action, as instructors monitor learner responses and adjust their instructional approaches according to emerging classroom situations. In this sense, reflection does not end after evaluation results are received; rather, it continues during actual instructional practice.

Using Feedback to Inspire Teaching Growth

Three of the seven participants described evaluation feedback as a source of motivation for improving and innovating their teaching, as illustrated in the following excerpts:

“First, I received some negative feedback in the faculty evaluation. I have taken it into account for myself that yes, I have to change this part... But I have also taken the good part of the evaluation into account. It's because it is a ticket for me to improve or innovate more with my teaching style.” – IP01

“I used the feedback to improve my teaching style and as motivation to develop and enhance it.” – IP06

These accounts show that feedback was not only corrective but also motivational. Positive comments reinforced existing practices, whereas negative comments encouraged participants to reconsider and modify their approaches.

The motivational value of faculty evaluation was also apparent in the researcher’s fieldnotes. Instructor-participants spoke of feedback as a source of encouragement to improve, develop, and innovate their teaching practices. Their responses reflected an understanding of evaluation as a continuing professional learning process rather than merely an institutional requirement (Oliveros, fieldnotes, January 14, 2026).

Within Schön’s (1983) framework, these responses demonstrate reflection-on-action, because participants examined previous instructional experiences and evaluation comments before determining how to improve their future teaching practices.

Challenges in Applying Evaluation Feedback and Coping Strategies

Although participants generally valued faculty evaluation, they experienced challenges in translating feedback into classroom practice. These challenges involved diverse learner needs, limitations in pedagogical preparation, and difficulties adapting recommendations to actual classroom conditions. Participants addressed these challenges through instructional flexibility, collegial support, and increased student support.





Diverse Learner Needs and Flexible Instruction

Three of the seven participants identified diverse learner needs as a major challenge in applying evaluation-informed teaching strategies, as illustrated in the following excerpts:

“One of the challenges is that some students do not prefer changes in teaching style, as students nowadays have multiple intelligences.” – IP01

“Some students still do not follow, even when I provide clear instructions. It is challenging to get their attention and engagement.” – IP05.

These accounts indicate that strategies effective for some students were not necessarily effective for others. Participants therefore recognized the need to continuously adjust their instructional approaches according to students’ abilities, preferences, and responses.

The challenge of responding to diverse learner needs was also captured in the researcher’s fieldnotes. During the interview sessions, instructor-participants emphasized that students differed in their levels of participation, comprehension, learning preferences, and responsiveness to particular teaching approaches. Their reflections indicated that instructors needed to remain flexible and modify their strategies when existing approaches did not sufficiently address students’ needs (Oliveros, fieldnotes, January 14, 2026).

Four of the seven participants described making gradual rather than sudden changes to address these challenges, as illustrated in the following excerpts:

“In my opinion, if those challenges are taken into account, for me, I guess you have to use another type of teaching style that will suit those kinds of challenges.” – IP01

“I took it as a challenge and constructive criticism, and I applied the changes gradually this semester.” – IP07

These responses demonstrate that participants used flexible and incremental adjustments to address learner needs. Such adaptation illustrates the practical dimension of reflective practice, in which instructors consider the immediate classroom context before determining how a particular recommendation should be implemented.

Limited Pedagogical Preparation and Collegial Support

Three participants acknowledged that personal teaching habits, pedagogical limitations, and lack of formal education training affected their ability to immediately implement evaluation feedback, as illustrated in the following excerpts:

“It challenged me to improve my teaching strategy, especially with discipline. I had to adjust from being too strict to a better approach.” – IP03

“I had difficulty implementing feedback, especially because I am not an education graduate.” – IP04

This finding is particularly significant because it highlights a difference in the experiences of instructors with and without formal pedagogical preparation. For non-education graduates, evaluation feedback sometimes revealed pedagogical gaps that required additional learning and support.

The researcher’s fieldnotes also highlighted differences in participants’ pedagogical backgrounds. In particular, non-education graduates expressed greater awareness of the need to strengthen their pedagogical knowledge and instructional strategies. Their reflections indicated that research, professional learning, and consultation with education-trained colleagues were viewed as important sources of support in responding to evaluation feedback (Oliveros, fieldnotes, January 14, 2026).

One participant explicitly described seeking assistance from education-trained colleagues:

“With that question, I do research, and I ask questions to my education graduate colleagues to ask ideas from them on how to really improve my teaching strategies.” – IP04

This account demonstrates that evaluation feedback became a starting point for professional learning. Rather than treating the absence of formal pedagogical preparation as a permanent limitation, the participant used research and collegial consultation to strengthen instructional competence.

The finding involving non-education graduates is particularly important because it demonstrates that faculty evaluation may serve as an informal professional development mechanism. For instructors without formal teacher preparation, evaluation can reveal pedagogical areas requiring attention and encourage them to seek additional knowledge, mentorship, and professional support.





Classroom Realities and Context-Sensitive Adaptation

Three of the seven participants described difficulties in implementing some evaluation recommendations because of classroom conditions, as illustrated in the following excerpts:

“Some feedback is not applicable to our students. What works in theory may not work in the real classroom.” – IP02

“Adjusting feedback is difficult because of classroom constraints. I have to focus more to address the challenges realistically.” – IP04

These accounts indicate that participants did not necessarily reject evaluation feedback when implementation was difficult. Instead, they assessed its practicality and adapted recommendations to their learners, classroom conditions, and available resources.

The influence of classroom realities on the implementation of evaluation feedback was also noted in the researcher’s fieldnotes. Instructor-participants acknowledged that recommendations from evaluation could not always be applied in the same manner across different classes. They considered students’ characteristics, classroom conditions, available resources, and other contextual factors when determining how feedback could be translated into practice (Oliveros, fieldnotes, January 14, 2026).

This finding demonstrates that feedback implementation requires professional judgment rather than mechanical compliance. Instructors must interpret evaluation recommendations within the realities of their particular teaching contexts.

Providing Student Support

Two of the seven participants described providing individualized support to students who experienced difficulties in participation, behavior, or learning, as illustrated in the following excerpts:

“To address these challenges in classroom management, what I do is I call the attention of those students who are not participating well, those who are noisy. In that way, as a teacher, I can minimize their classroom behaviors and make sure they understand the lesson.” – IP05.

“To cope with the challenges, we created a mentoring strategy for students who were struggling in class. I gave them time to identify where they were having difficulty.” – IP06.

These responses demonstrate that instructors extended evaluation-informed improvement beyond changes in instructional delivery toward individualized learner support.

The researcher’s fieldnotes further reflected participants’ emphasis on providing additional support to students who experienced difficulties in learning or participation. Instructor-participants discussed strategies such as giving additional explanations, encouraging student participation, addressing classroom behavior, and providing opportunities for students to express their difficulties. These reflections indicated that evaluation-informed improvement extended beyond instructional delivery toward individualized student support (Oliveros, fieldnotes, January 14, 2026).

This finding demonstrates the learner-centered dimension of faculty evaluation. Instructors did not view improvement solely in terms of their own performance but also in terms of how changes in their teaching could better support students.

Perceived Role of Faculty Evaluation in Instructional and Professional Development

All seven participants regarded faculty evaluation as important to their instructional and professional development. Their perceptions centered on enhancing instructional effectiveness, strengthening teacher self-efficacy, and reinforcing professional and institutional responsibility.

Enhancing Instructional Effectiveness

All seven participants described faculty evaluation as an important mechanism for identifying instructional strengths and weaknesses and supporting professional development. This perspective is illustrated by IP04:

“It is really very important because it gives us an idea of our weaknesses, our strengths, and how we are going to improve our weaknesses. It serves as a basis for improving my teaching strategies and skills. It’s really helpful, especially if you are new to teaching or it’s your first job, because it’s difficult to know how to teach without experience. Evaluation is very helpful to help you improve your teaching skills and strategies.” – IP04.

Participants viewed evaluation as a systematic source of information that revealed instructional blind spots and provided a basis for improving teaching.





The relationship between faculty evaluation and instructional effectiveness was also evident in the researcher's fieldnotes. Instructor-participants consistently associated evaluation with identifying weaknesses, reinforcing effective practices, and developing more appropriate teaching strategies. Their reflections suggested that evaluation provided a structured opportunity to examine their instructional performance and determine areas requiring continuous improvement (Oliveros, fieldnotes, January 14, 2026).

The convergence of participant accounts and researcher fieldnotes suggests that faculty evaluation was perceived as an important mechanism for continuous instructional improvement rather than simply an institutional assessment activity.

Strengthening Teacher Self-Efficacy

One of the seven participants explicitly described faculty evaluation as strengthening confidence in his teaching abilities, as illustrated in the following excerpt:

"Honestly, I didn't see myself as a college instructor before, but I tried my best. Through the faculty evaluation, you can tell yourself, 'I can do this.' There are things you think you cannot do, but you actually can. Through the evaluation, you realize you did a good job." – IP02.

This account illustrates the affirming function of evaluation. Positive feedback validated the participant's instructional capability and helped challenge initial self-doubt. Evaluation therefore served not only as a mechanism for identifying weaknesses but also as a source of professional validation.

The researcher's fieldnotes similarly captured participants' recognition of their own growth as instructors. When discussing positive evaluation results, participants appeared to associate constructive feedback with increased confidence and a stronger belief in their ability to teach effectively. This suggested that faculty evaluation had an affirming dimension that complemented its corrective function (Oliveros, fieldnotes, January 14, 2026).

Strengthening Professional and Institutional Responsibility

Two of the seven participants connected faculty evaluation with institutional alignment and their broader responsibility to students, as illustrated in the following excerpts:

"In general, performance evaluation, even in big companies, is important. It is very important that our teaching aligns with the vision and mission of the institution because our teaching practices might differ from the expected standards." – IP02.

"It matters. This is because, especially in higher education, we are at the final stage of education... We need to shape students as learners, as members of the community, and as individuals who will have an influence in the future." – IP07

These accounts indicate that participants viewed faculty evaluation as extending beyond individual performance. Evaluation was associated with institutional quality, professional accountability, and the responsibility of instructors to contribute to students' academic and personal development.

The role of faculty evaluation in reinforcing institutional responsibility was also observed during the interview sessions, as noted in the researcher's fieldnotes. Instructor-participants demonstrated awareness of their accountability not only to their students but also to the institution's goals. They emphasized that evaluation helps maintain alignment with institutional expectations and highlights their role in preparing students for future societal contributions (Oliveros, fieldnotes, January 14, 2026). This finding suggests that faculty evaluation operates at both the individual and institutional levels. At the individual level, it provides instructors with information for professional improvement; at the institutional level, it reinforces expectations for quality teaching and alignment with institutional goals.

Synthesis of Findings

The findings portray faculty evaluation as a reflective and developmental process rather than merely a mechanism for measuring instructor performance. Participants first engaged in reflection-on-action by reviewing evaluation results, identifying strengths and weaknesses, and interpreting constructive feedback. They then translated selected feedback into instructional adjustments involving lesson delivery, classroom management, student engagement, and learner-responsive strategies.

As these adjustments were implemented, instructors engaged in reflection-in-action by responding to learner needs and modifying their teaching according to emerging classroom situations. Thus, the findings demonstrate a continuing reflective cycle in which evaluation feedback initiates





reflection, reflection informs instructional action, classroom experiences generate further reflection, and subsequent experiences provide a basis for continued improvement.

The findings further demonstrate that the application of evaluation feedback was not uniform. Instructors considered learner characteristics, classroom conditions, available resources, and their own pedagogical preparation when determining how feedback could be implemented. Challenges related to learner diversity and classroom realities were addressed through flexible teaching, gradual instructional adjustments, individualized student support, and collegial consultation.

A particularly important finding was the experience of non-education graduates. Their accounts indicate that limited formal pedagogical preparation could make the application of evaluation feedback more challenging, particularly in instructional strategy and classroom management. However, these instructors did not remain passive recipients of feedback. Instead, they used evaluation results to identify pedagogical gaps, conducted further research, sought guidance from education-trained colleagues, and gradually adapted their teaching practices. This suggests that faculty evaluation can function as an informal professional learning mechanism, particularly for instructors whose disciplinary preparation does not include extensive pedagogical training.

The researcher's fieldnotes provided contextual support for these findings by documenting participants' reflective orientation, awareness of instructional strengths and weaknesses, attention to learner needs, recognition of pedagogical challenges, and understanding of professional and institutional responsibility. The convergence of interview accounts and fieldnote observations strengthens the interpretation that faculty evaluation was experienced not simply as an evaluative requirement but as a process that encouraged instructors to examine, adapt, and improve their professional practice.

Overall, the findings support Schön's (1983) Reflective Practice Theory by illustrating a continuing cycle in which faculty evaluation feedback stimulates reflection-on-action, reflection informs instructional adjustments, classroom experience generates reflection-in-action, and subsequent experiences provide a basis for further improvement. The process contributes to enhanced instructional effectiveness, teacher self-efficacy, professional growth, learner responsiveness, and institutional responsibility. Faculty evaluation therefore becomes most meaningful when instructors are able to interpret feedback critically, adapt it to their teaching contexts, and receive appropriate professional and collegial support to translate evaluation results into sustained instructional improvement.

Discussion

The findings demonstrate that faculty evaluation was experienced by instructors as a developmental and reflective process rather than merely as an institutional mechanism for measuring performance. Participants used evaluation results to identify instructional strengths and weaknesses, reconsider previous teaching decisions, adjust classroom practices, and strengthen their confidence as educators. However, the translation of feedback into practice was neither automatic nor uniform. It depended on the instructors' ability to interpret feedback, the relevance of recommendations to actual classroom conditions, their pedagogical preparation, and the availability of collegial and institutional support.

Faculty Evaluation as a Catalyst for Reflective Practice

Participants described evaluation feedback as a "mirror" that enabled them to examine their strengths, weaknesses, and established teaching practices. Both positive and negative comments encouraged them to reconsider previous instructional experiences and determine which aspects of their teaching needed to be sustained or modified. This finding reflects Schön's (1983) concept of reflection-on-action, in which professionals critically examine completed actions to inform subsequent practice. It also supports evidence that feedback can facilitate reflective practice when teachers actively interpret it rather than receive it passively (Asregid, 2023).

Participants' willingness to treat negative feedback as constructive information was particularly important. Feedback did not produce improvement simply because it was provided; its value emerged through instructors' efforts to analyze its meaning and connect it with specific teaching experiences. This finding is consistent with the concept of feedback literacy, which emphasizes an individual's ability to understand, evaluate, and use feedback to guide learning and performance (Gong, 2025). It





also corresponds with research showing that self-reflection can support higher education instructors in developing awareness of their teaching assumptions and identifying areas for professional growth (Myllykoski-Laine et al., 2024).

The findings therefore suggest that faculty evaluation becomes developmental only when instructors are given opportunities to interpret evaluation results critically. Scores alone may indicate whether institutional expectations have been met, but they may not explain why a particular instructional problem occurred or how it should be addressed. Evaluation systems should consequently include qualitative comments, opportunities for clarification, and structured reflective dialogue. Dialogic feedback practices are particularly valuable because they allow recipients to question, interpret, and contextualize evaluative information rather than treating feedback as a one-directional judgment (Nedrehagen, 2025).

Translating Feedback Into Instructional Improvement

Participants translated feedback into changes in lesson delivery, classroom management, student engagement, instructional materials, and learner support. They did not attempt to implement all recommendations simultaneously. Instead, they identified particular weaknesses, established manageable priorities, and introduced changes gradually. This selective use of feedback demonstrates professional agency because instructors evaluated which recommendations were relevant and feasible within their teaching contexts.

The finding supports research indicating that evaluation feedback can improve dimensions of teaching quality when educators are able to convert information into specific instructional actions (Ólafsdóttir et al., 2022; Röhl et al., 2025). It also suggests that the effectiveness of feedback depends partly on its specificity. General judgments may increase awareness, but concrete comments are more likely to help instructors identify the behaviors, strategies, or classroom conditions requiring improvement. Effective feedback should therefore be understandable, actionable, and connected to observable teaching practices.

Participants also reported becoming more responsive to learner differences. They modified explanations, introduced practical applications, used varied instructional materials, increased opportunities for participation, and adjusted teaching strategies when students experienced difficulty. These practices illustrate adaptive teaching, in which instructors monitor learners' responses and modify instruction according to emerging educational needs (Hardy et al., 2022). Participants' adaptations also reflected a shift toward learner-centered teaching because improvement was evaluated not only in terms of instructor performance but also in terms of students' understanding, engagement, and participation.

These classroom adjustments demonstrate reflection-in-action. Whereas reflection-on-action occurred when instructors reviewed evaluation results after teaching, reflection-in-action became evident when they monitored students' responses and modified their approaches during actual instruction (Schön, 1983). Faculty evaluation therefore initiated a continuing cycle: feedback prompted reflection on previous practice, reflection informed planned instructional changes, classroom implementation generated new information, and instructors used that information to make further adjustments.

Corrective and Affirming Functions of Feedback

Faculty evaluation performed both corrective and affirming functions. Constructive criticism helped participants identify weaknesses and areas requiring development, whereas positive feedback validated effective practices and strengthened instructors' confidence. This affirming function was especially significant for participants who initially questioned their competence or entered higher education teaching without extensive pedagogical preparation.

The finding suggests that feedback should not focus exclusively on deficiencies. Evaluation systems that emphasize weaknesses without recognizing effective practices may be experienced as punitive and may reduce instructors' willingness to engage with the process. In contrast, balanced feedback can identify priorities for improvement while reinforcing practices that should be continued. Evidence indicates that the frequency and quality of feedback may influence teachers' professional development and self-efficacy (Krasniqi & Ismajli, 2025). Thus, acknowledging instructional strengths





is not merely motivational; it can help instructors identify the practices that contribute to successful teaching.

However, the relationship between feedback and self-efficacy should be interpreted cautiously. Only some participants explicitly described increased confidence, and the study did not quantitatively measure changes in teacher self-efficacy. The findings nevertheless suggest that positive evaluation experiences may provide professional validation and encourage instructors to persist with effective or innovative teaching strategies. This interpretation is consistent with research identifying teaching self-efficacy as an important contributor to college instructors' professional engagement (Wang et al., 2025).

Learner Diversity and Context-Sensitive Adaptation

Participants reported that recommendations could not always be applied uniformly because students differed in comprehension, participation, learning preferences, behavior, and responsiveness to particular teaching approaches. Some instructional strategies were effective for one group but unsuitable for another. This finding confirms that the use of evaluation feedback requires contextual judgment rather than mechanical compliance.

Responding to learner diversity remained challenging even when instructors understood the need for differentiated instruction. Teachers may recognize differences among learners but still experience difficulty designing and implementing appropriately differentiated activities within existing time, workload, and resource constraints (Azzahra, 2024). In the present study, participants addressed these challenges through gradual instructional modification, additional explanations, varied activities, opportunities for student expression, and individualized support.

Participants' attention to classroom behavior and student engagement also indicates that evaluation-informed change extended beyond content delivery. Some instructors provided mentoring, addressed participation difficulties, and helped students identify barriers to learning. Such responses are consistent with student-centered classroom management, which emphasizes supportive and contextually appropriate responses to student behavior rather than relying exclusively on control or disciplinary measures (Karasova & Nehyba, 2023). The findings therefore position learner support as an important dimension of instructional improvement arising from faculty evaluation.

Pedagogical Preparation and Collegial Learning

A distinctive finding concerned instructors without formal teacher-education backgrounds. These participants experienced greater difficulty translating evaluation feedback into instructional strategies and classroom-management practices. Faculty evaluation sometimes exposed gaps in pedagogical knowledge that disciplinary expertise alone had not addressed. This is particularly relevant in higher education, where instructors may enter teaching because of their subject-matter qualifications without having completed formal preparation in pedagogy.

Nevertheless, non-education graduates did not remain passive recipients of feedback. They conducted independent research, sought advice from education-trained colleagues, and gradually experimented with alternative teaching strategies. Faculty evaluation thus functioned as an informal professional-development mechanism by helping instructors identify specific learning needs and motivating them to seek appropriate support.

Collegial consultation was an important coping and learning strategy. Professional learning communities can provide opportunities for educators to exchange practices, discuss instructional problems, and develop collective approaches to professional improvement (Antinluoma et al., 2021). Engagement in such communities may also contribute to teachers' competence by transforming individual challenges into shared professional-learning opportunities (Dumandan & Paglinawan, 2025). Institutions should therefore avoid leaving instructors to interpret and implement evaluation feedback independently, particularly when they have limited pedagogical preparation.

Structured faculty-development activities may strengthen this process. Reflective professional-development programs can help instructors examine evaluation findings, articulate instructional challenges, and develop context-appropriate improvement plans (Amin et al., 2025). For non-education graduates, targeted mentoring and workshops in instructional design, learner engagement, classroom management, assessment, and differentiated instruction may be especially beneficial.





Professional and Institutional Responsibility

Participants viewed faculty evaluation as relevant not only to individual improvement but also to institutional quality and professional accountability. They recognized that their teaching should align with institutional expectations and contribute to students' academic, personal, and professional development. Faculty evaluation therefore operated at two connected levels: it provided instructors with information for professional growth while enabling the institution to monitor and support teaching quality.

This finding reinforces the role of faculty evaluation in higher education quality assurance. However, evaluation contributes to quality only when institutions use results to support meaningful improvement rather than merely demonstrate procedural compliance. The effectiveness of quality-assurance systems depends on how evaluation information informs institutional decisions, professional-development initiatives, and continuing performance improvement (Serrano et al., 2025). Within the Philippine context, strengthening teacher preparation and continuing professional support remains important to the broader objective of improving educational quality (Sinsay-Villanueva et al., 2025).

Accordingly, institutions should establish clear processes following the release of evaluation results. These may include individual feedback conferences, reflective workshops, peer mentoring, professional-development plans, and follow-up reviews. Such processes would help ensure that faculty evaluation leads to sustained instructional improvement rather than ending with the communication of scores or comments.

Theoretical and Practical Contribution

Overall, the findings support Schön's (1983) Reflective Practice Theory by illustrating the relationship between reflection-on-action and reflection-in-action. Participants first reviewed evaluation results and reconsidered prior teaching experiences. They then translated selected feedback into instructional changes and continued to adjust those changes in response to learner behavior and classroom conditions. The findings consequently portray reflective practice as a cyclical process rather than a single activity undertaken after evaluation.

The study extends the reflective-practice framework by showing that the movement from feedback to reflection and instructional change is mediated by contextual conditions. Feedback did not lead directly or uniformly to improvement. Its influence depended on instructors' feedback literacy, pedagogical preparation, professional judgment, learner diversity, classroom realities, and access to collegial support. Faculty evaluation should therefore be understood as a potential catalyst for improvement rather than as an intervention that produces change by itself.

The study also contributes context-specific evidence from a Philippine higher education institution. Its inclusion of instructors from both education and non-education backgrounds demonstrates that faculty evaluation may have particular developmental value for disciplinary experts with limited formal preparation for teaching. For these instructors, evaluation can identify pedagogical needs and stimulate self-directed and collegial learning. However, this potential is most likely to be realized when institutions provide dialogue, mentoring, professional development, and sufficient opportunities to apply and review instructional changes.

In summary, faculty evaluation becomes transformative when instructors can interpret feedback critically, adapt it to their classrooms, and receive appropriate professional support. Evaluation systems should therefore move beyond compliance-oriented measurement toward a developmental model that combines actionable feedback, reflective dialogue, contextual adaptation, peer learning, and institutional follow-up. Such an approach can strengthen instructional effectiveness, teacher confidence, learner-responsive practice, professional growth, and institutional commitment to educational quality.

Knowledge Contribution

This study contributes to the literature by explaining how college instructors reflect on and apply faculty evaluation feedback to improve their instructional practices. It extends Schön's (1983) Reflective Practice Theory by demonstrating that faculty evaluation can function not only as an assessment mechanism but also as a catalyst for reflection-on-action, reflection-in-action, professional growth, and instructional improvement. More importantly, the study provides context-specific evidence from Philippine higher education, a developing-country context in which institutional resources,





classroom conditions, learner diversity, and professional development opportunities may shape how evaluation feedback is interpreted and implemented.

A distinctive contribution of the study is its emphasis on instructors with different academic preparation, particularly those without formal teacher-training backgrounds. The findings show that non-education graduates may experience greater challenges in translating evaluation feedback into pedagogical practice, particularly in instructional strategies and classroom management. However, the study also demonstrates that these challenges can encourage instructors to engage in self-directed learning, seek collegial guidance, and gradually develop their pedagogical competence. This highlights faculty evaluation as a potential informal professional learning mechanism for instructors whose disciplinary preparation does not include extensive pedagogical training.

The study further contributes by showing that the value of faculty evaluation depends not simply on the provision of scores or comments but on instructors' capacity to interpret feedback, reflect on their teaching, adapt recommendations to actual classroom conditions, and receive appropriate professional and collegial support. In the Philippine higher education context, these findings underscore the need to move beyond compliance-oriented evaluation toward feedback systems that promote dialogue, reflection, contextual adaptation, and sustained instructional improvement. Thus, the study provides both theoretical and practical insights into how faculty evaluation can support quality teaching and professional development in diverse higher education settings.

Recommendations

Based on the findings and conclusion of the study, the following are recommended:

Higher education administrators may institutionalize structured post-evaluation feedback dialogues where instructors meet with evaluators to review results, identify priorities, and develop improvement plans.

Faculty development units may conduct post-evaluation reflective workshops where instructors examine findings, discuss challenges, share practices, and formulate improvement strategies.

Department heads may establish peer mentoring systems that pair instructors, particularly non-education graduates, with experienced or education-trained colleagues.

College instructors may translate evaluation findings into specific instructional improvement targets, supported by follow-up reviews three to six months after evaluation.

Professional development units may provide training on differentiated instruction, learner engagement, classroom management, reflective practice, and the pedagogical needs of instructors without formal teacher-training backgrounds.

References

- Amin, S., Muhammad, S. A., & Yasmeen, R. (2025). Evaluating the impact of faculty development programs at the workplace by using the reflective critique writing technique. *BMC Medical Education*, 25, Article 43. <https://doi.org/10.1186/s12909-025-06647-4>
- Antinluoma, M., Ilomäki, L., & Toom, A. (2021). Practices of professional learning communities. *Frontiers in Education*, 6, Article 617613. <https://doi.org/10.3389/feduc.2021.617613>
- Asregid, D., Mekonnen, D., & Areaya, S. (2023). Teacher educators' use of feedback to facilitate reflective practice among pre-service teachers during microteaching. *Cogent Education*, 10(2), Article 2257121. <https://doi.org/10.1080/2331186X.2023.2257121>
- Azzahra, K. R. (2024). Differentiated instruction in English lessons: Teacher challenges. *Jurnal Basicedu*, 8(4), 3158–3164. <https://doi.org/10.31004/basicedu.v8i4.8423>
- Bajwa, N., Tudor, T., Varela, O., & Leonard, K. (2024). Teaching in higher education after COVID-19: Optimizing faculty time and effort using a proposed model. *Education Sciences*, 14(2), Article 121. <https://doi.org/10.3390/educsci14020121>
- Bawani, E. L., & Mphahlele, R. S. S. (2021). Investigating the role of teacher training of reception teachers in implementing the pre-primary curriculum in Francistown, Botswana. *South African Journal of Childhood Education*, 11(1), Article a882. <https://doi.org/10.4102/sajce.v11i1.882>
- Cai, Z., Gui, Y., Mao, P., Wang, Z., Hao, X., Fan, X., & Tai, R. H. (2023). The effect of feedback on academic achievement in technology-rich learning environments (TREs): A meta-analytic





- review. *Educational Research Review*, 39, Article 100521.
<https://doi.org/10.1016/j.edurev.2023.100521>
- Celik, I., Gedrimiene, E., Silvola, A., & Muukkonen, H. (2022). Response of learning analytics to the online education challenges during the pandemic: Opportunities and key examples in higher education. *Policy Futures in Education*, 21(4), 387–404.
<https://doi.org/10.1177/14782103221078401>
- Chamberland, J.-F., Carlisle, M. C., Jayaraman, A., Narayanan, K. R., Palsole, S., & Watson, K. (2025). *Teaching at scale: Leveraging AI to evaluate and elevate engineering education* [Preprint]. arXiv. <https://doi.org/10.48550/arXiv.2508.02731>
- Cole, C., Hinchcliff, E., & Carling, R. (2022). Reflection as teachers: Our critical developments. *Frontiers in Education*, 7, Article 1037280. <https://doi.org/10.3389/feduc.2022.1037280>
- Constantinou, C., & Wijnen-Meijer, M. (2022). Student evaluations of teaching and the development of a comprehensive measure of teaching effectiveness for medical schools. *BMC Medical Education*, 22, Article 113. <https://doi.org/10.1186/s12909-022-03148-6>
- DeLuca, C., Willis, J., Dorji, K., & Sherman, A. (2023). Cultivating reflective teachers: Challenging power and promoting pedagogy of self-assessment in Australian, Bhutanese, and Canadian teacher education programs. *Power and Education*, 15(1), 5–22.
<https://doi.org/10.1177/17577438221108240>
- Dumandan, F., & Paglinawan, J. L. (2025). The relationship of professional learning communities' (PLC) engagement towards teachers' competence. *International Journal of Research and Innovation in Applied Science*, 10(5), 499–516.
<https://doi.org/10.51584/IJRIAS.2025.100500046>
- Ericson, H. C., Lemons, P. P., Dolan, E. L., Brickman, P., Krishnan, S., & Andrews, T. C. (2025). Are department heads ready for change? Leveraging a leadership action team to advance teaching evaluation practices. *CBE—Life Sciences Education*, 24(1), Article ar8.
<https://doi.org/10.1187/cbe.24-07-0175>
- Fuentes-Cimma, J., Sluijsmans, D., Riquelme, A., Villagrán, I., Isbej, L., Olivares-Labbe, M. T., & Heeneman, S. (2024). Designing feedback processes in the workplace-based learning of undergraduate health professions education: A scoping review. *BMC Medical Education*, 24, Article 440. <https://doi.org/10.1186/s12909-024-05439-6>
- Gong, Y., Zhang, S., Zhang, T., & Yi, X. (2025). The impact of feedback literacy on reflective learning types in Chinese high school students: Based on latent profile analysis. *Frontiers in Psychology*, 16, Article 1516253. <https://doi.org/10.3389/fpsyg.2025.1516253>
- Hardy, I., Meschede, N., & Mannel, S. (2022). Measuring adaptive teaching in classroom discourse: Effects on student learning in elementary science education. *Frontiers in Education*, 7, Article 1041316. <https://doi.org/10.3389/feduc.2022.1041316>
- Karasova, J., & Nehyba, J. (2023). Student-centered teacher responses to student behavior in the classroom: A systematic review. *Frontiers in Education*, 8, Article 1156530.
<https://doi.org/10.3389/feduc.2023.1156530>
- Krasniqi, D., & Ismajli, H. (2025). The role of feedback frequency on teachers' professional development and self-efficacy. *Educational Process: International Journal*, 15, Article e2025102. <https://doi.org/10.22521/edupij.2025.15.102>
- Mohamed, M., Rashid, R. A., & Alqaryouti, M. H. (2022). Conceptualizing the complexity of reflective practice in education. *Frontiers in Psychology*, 13, Article 1008234.
<https://doi.org/10.3389/fpsyg.2022.1008234>
- Myllykoski-Laine, S., Parpala, A., Hailikari, T., & Postareff, L. (2024). Using self-reflection to support higher education teaching. *Reflective Practice*, 25(5), 589–604.
<https://doi.org/10.1080/14623943.2024.2376784>
- Nedrehagen, E., Vee, T. S., Stokstad, J. M., & Orm, S. (2025). A scoping review of dialogic formative feedback practices in higher education. *Frontiers in Education*, 10, Article 1696703.
<https://doi.org/10.3389/feduc.2025.1696703>





- Ólafsdóttir, B., Jónasson, J. T., & Sigurðardóttir, A. K. (2022). Use and impact of external evaluation feedback in schools. *Studies in Educational Evaluation*, 74, Article 101181. <https://doi.org/10.1016/j.stueduc.2022.101181>
- Pontillas, M. S., Sallao, K. M. S., & Requinala, K. V. T. (2025). Qualitative insights on arts and sciences faculty evaluation from students in a Philippine state college. *International Journal of Educational Studies*, 8(3), 93–103. <https://doi.org/10.53935/2641533x.v8i3.383>
- Röhl, S., Bijlsma, H., & Schwichow, M. (2025). Can feedback from students to teachers improve different dimensions of teaching quality in primary and secondary education? A hierarchical meta-analysis. *Educational Assessment, Evaluation and Accountability*, 37(1), 35–71. <https://doi.org/10.1007/s11092-024-09450-9>
- Romero, C., & Ventura, S. (2024). *Educational data mining and learning analytics: An updated survey* [Preprint]. arXiv. <https://doi.org/10.48550/arXiv.2402.07956>
- Schön, D. A. (1983). *The reflective practitioner: How professionals think in action*. Basic Books.
- Serrano, O. R., Miranda González, F. J., & Mourato, J. (2025). Determinants of the effectiveness of quality assurance systems and institutional performance in higher education. *Cogent Education*, 12(1), Article 2581411. <https://doi.org/10.1080/2331186X.2025.2581411>
- Sinsay-Villanueva, L. M., Garcia, G. D., Lim, V., Tanyag, I. H., Berroya, J., Orbeta, A., Jr., & Rivera, J. P. R. (2025). *Quality education starting with teacher education* (PIDS Discussion Paper Series No. 2025-04). Philippine Institute for Development Studies. <https://doi.org/10.62986/dp2025.04>
- Tovey, T. L. S., & Skolits, G. J. (2022). Conceptualizing and engaging in reflective practice: Experienced evaluators' perspectives. *American Journal of Evaluation*, 43(1), 5–25. <https://doi.org/10.1177/1098214020983926>
- Wang, Y., He, L., & Wang, Q. (2025). The predictive power of teaching self-efficacy and emotion regulation on work engagement for EFL teachers in higher education. *Frontiers in Psychology*, 16, Article 1446257. <https://doi.org/10.3389/fpsyg.2025.1446257>
- Yadav, D. K., & Bhatia, D. (2024). Effect of reflective practices on student learning in higher education—A real-life approach. *International Journal of Educational Reform*, 33(3), 308–322. <https://doi.org/10.1177/10567879221094298>
- Zhang, T., Li, Y., Du, Q., Ren, Y., Mu, W., Duan, Y., Yang, X., Ran, H., & Li, J. (2024). The impact of UTeach observation protocol-based multiple-source feedback on improving the quality of online teaching in medical education. *BMC Medical Education*, 24, Article 1296. <https://doi.org/10.1186/s12909-024-06317-x>

