Quality assurance of teaching and learning: validity and usefulness of student ratings

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Summary

1. **Introduction**

2. **QUC**
   i.   **History**
   ii. **Design**

3. **Methodology**

4. **Results**

5. **Discussion and final remarks**

Introduction

- Accreditation requirements
- Selection of courses and teachers
- Feedback to teachers
- Management decisions

Students' evaluations of teaching effectiveness

Introduction

"Teachers can 'buy' good student ratings by giving good grades"

"Students are too immature, capricious, and inexperienced to give reliable feedback on teaching"

"Student ratings are just popularity contests"

What is the relation between student ratings, student grades and subjective assessment of learning ?

Are student ratings stable ?

Introduction

High correlations between student ratings of teachers/course units, and student ratings of 'amount learned'

"Students learn more from better teachers"
Hoffman (1979)

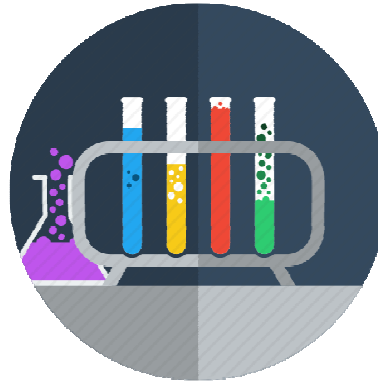**No consistent correlation between grades and ratings**

Students are the only direct observers of a teacher's classroom teaching performance

QUC: history

Architecture, Engineering, Science and Technology

RD&I
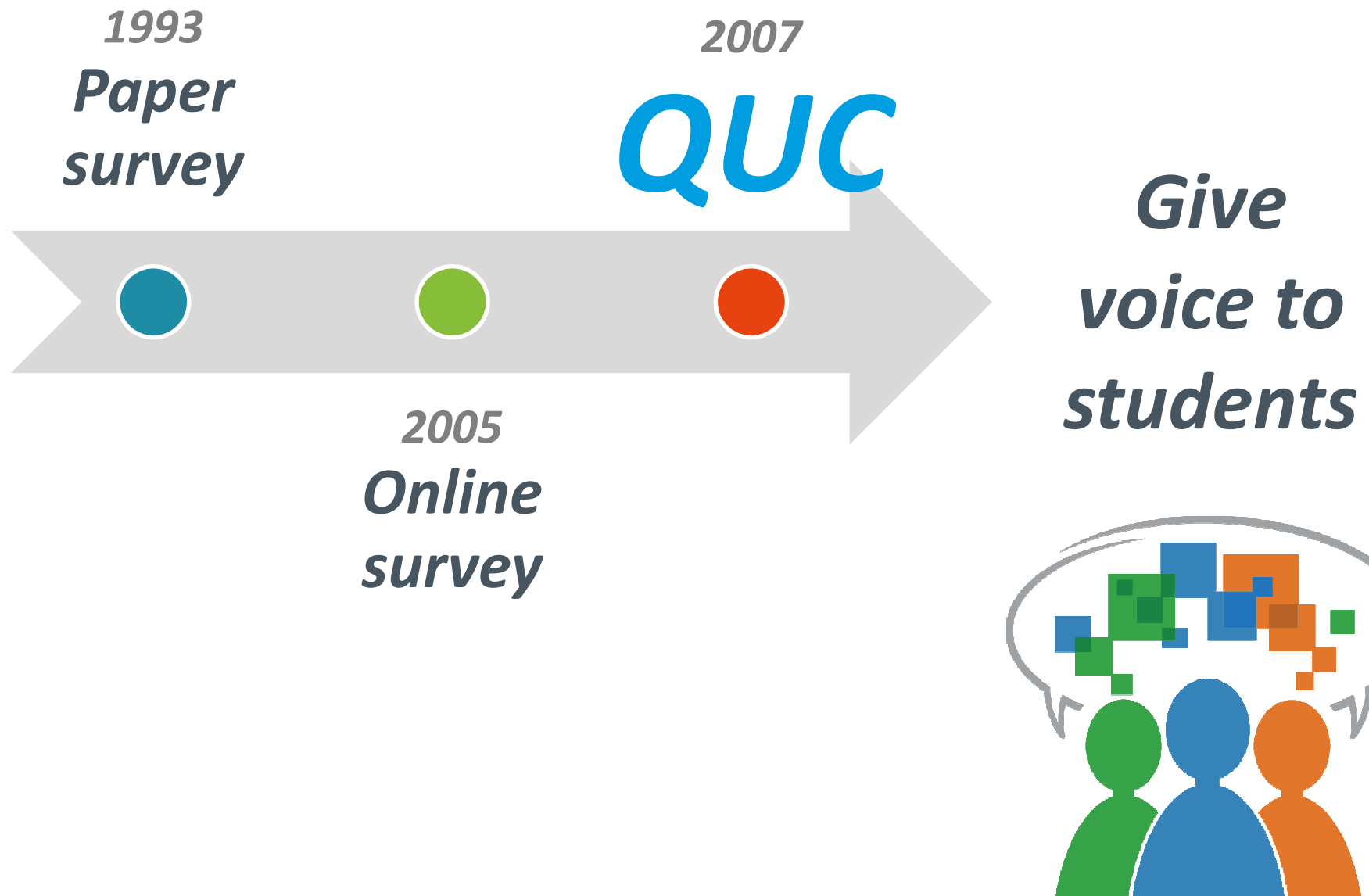
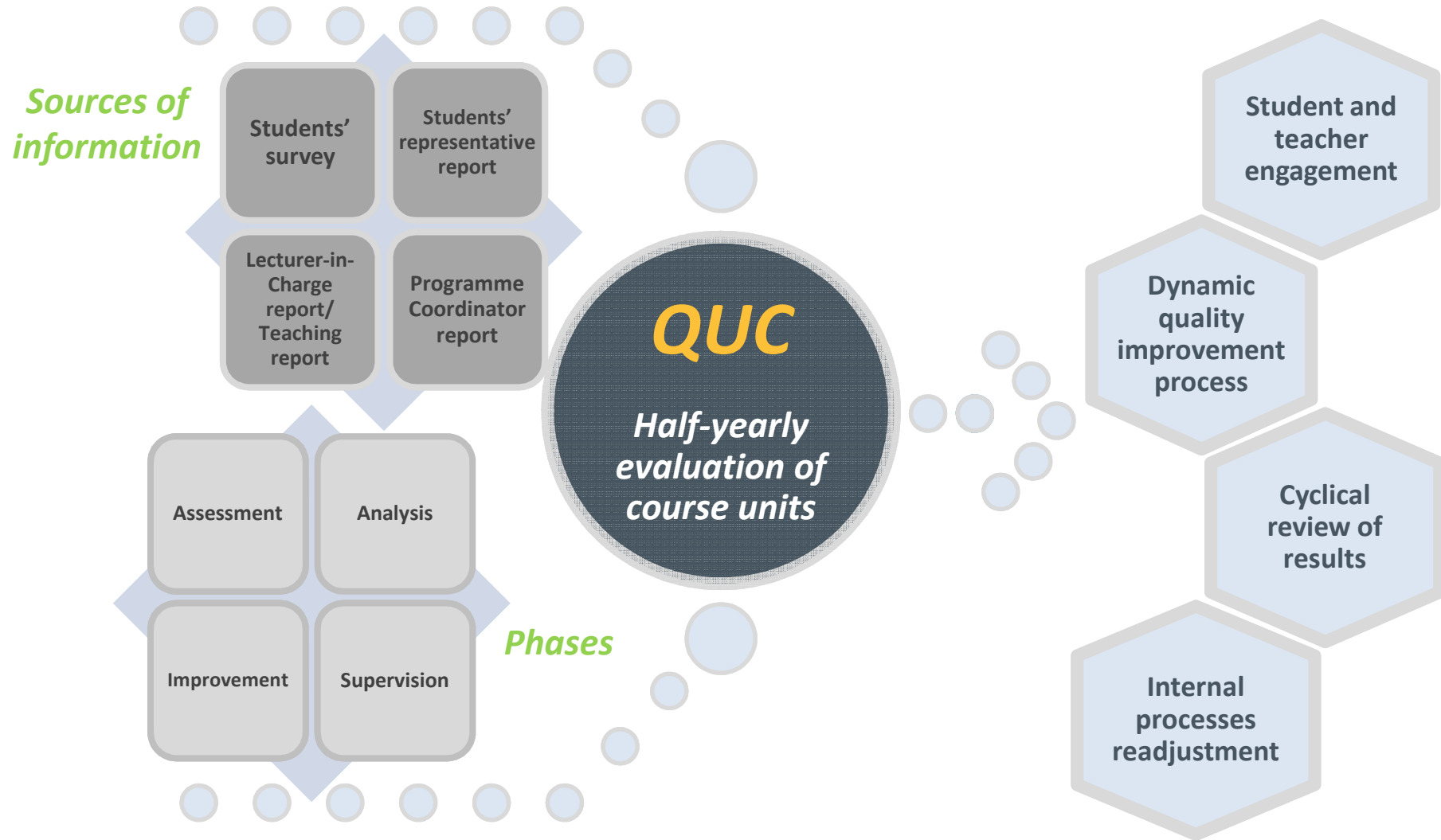**Bachelor, Master and PhD programmes**

11.458 students
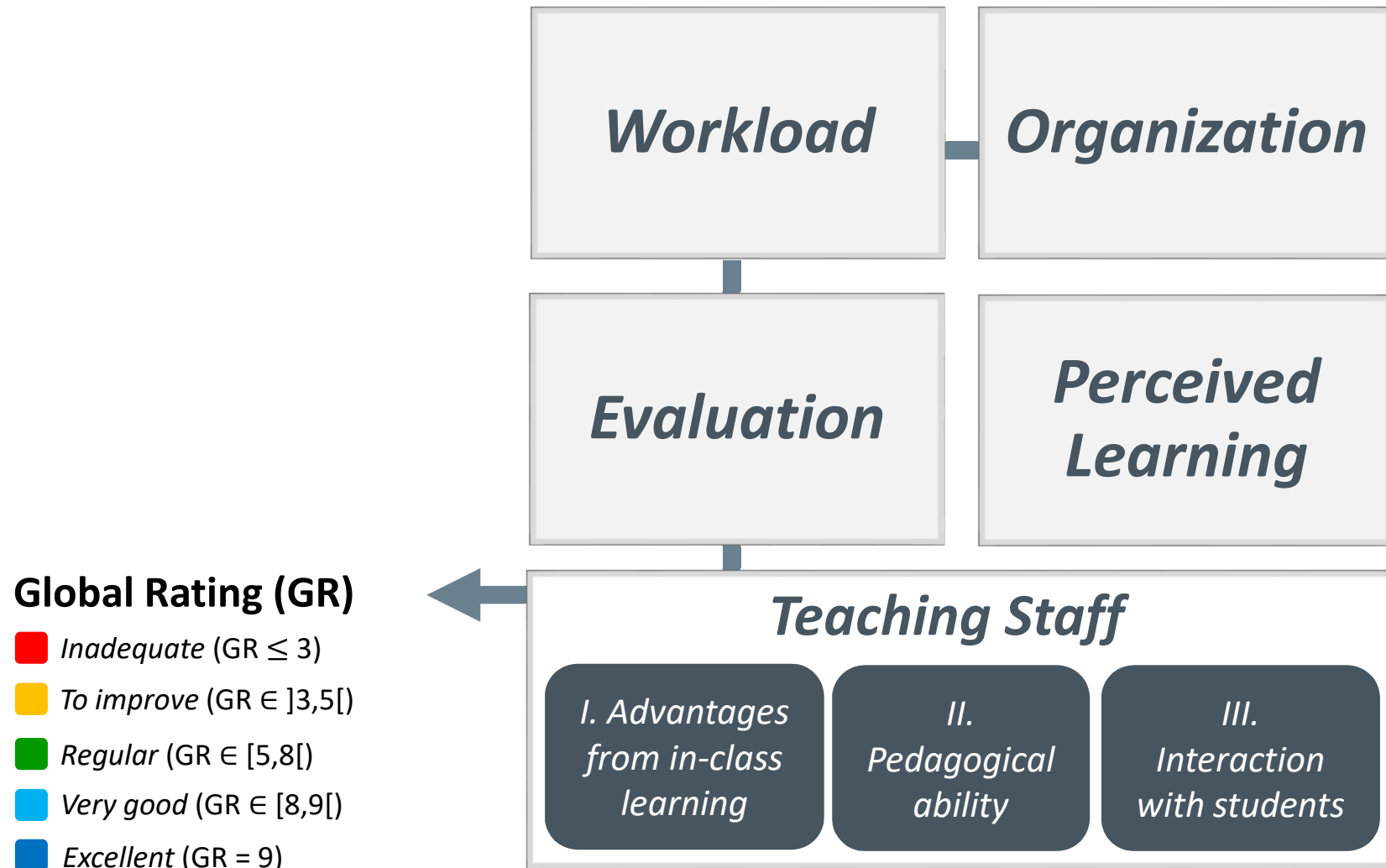
853 teachers and researchers

QUC: history

1993
Paper survey

2005
Online survey

2007
QUC

Give voice to students

QUC: design

Sources of information

Students' survey

Students' representative report

Lecturer-in-Charge report/ Teaching report

Programme Coordinator report

Assessment

Analysis

Improvement

Supervision

Phases

QUC

Half-yearly evaluation of course units

Student and teacher engagement

Dynamic quality improvement process

Cyclical review of results

Internal processes readjustment

QUC: design

Assessment

Workload	Organization

Evaluation	Perceived Learning

Teaching Staff

I. Advantages from in-class learning	II. Pedagogical ability	III. Interaction with students

Global Rating (GR)

- 🟥 *Inadequate* (GR ≤ 3)
- 🟧 *To improve* (GR ∈]3,5[)
- 🟩 *Regular* (GR ∈ [5,8[)
- 🟦 *Very good* (GR ∈ [8,9[)
- 🟦 *Excellent* (GR = 9)

QUC: design

Workload 🕐
- Previous knowledge
- Study resources
- Attending classes

Organization 📖
- Programme
- Structure
- Resources

Evaluation 📰
- Method vs. content
- Evaluation process

Perceived Learning
- Knowledge development
- Applying acquired knowledge
- Critical judgment
- Cooperation & communication
- Autonomous work
- Implications on social context

Teaching Staff
- Academic activities
- Content and pace of the classes *I*
- Commitment
- Teaching method
- Confidence *II*
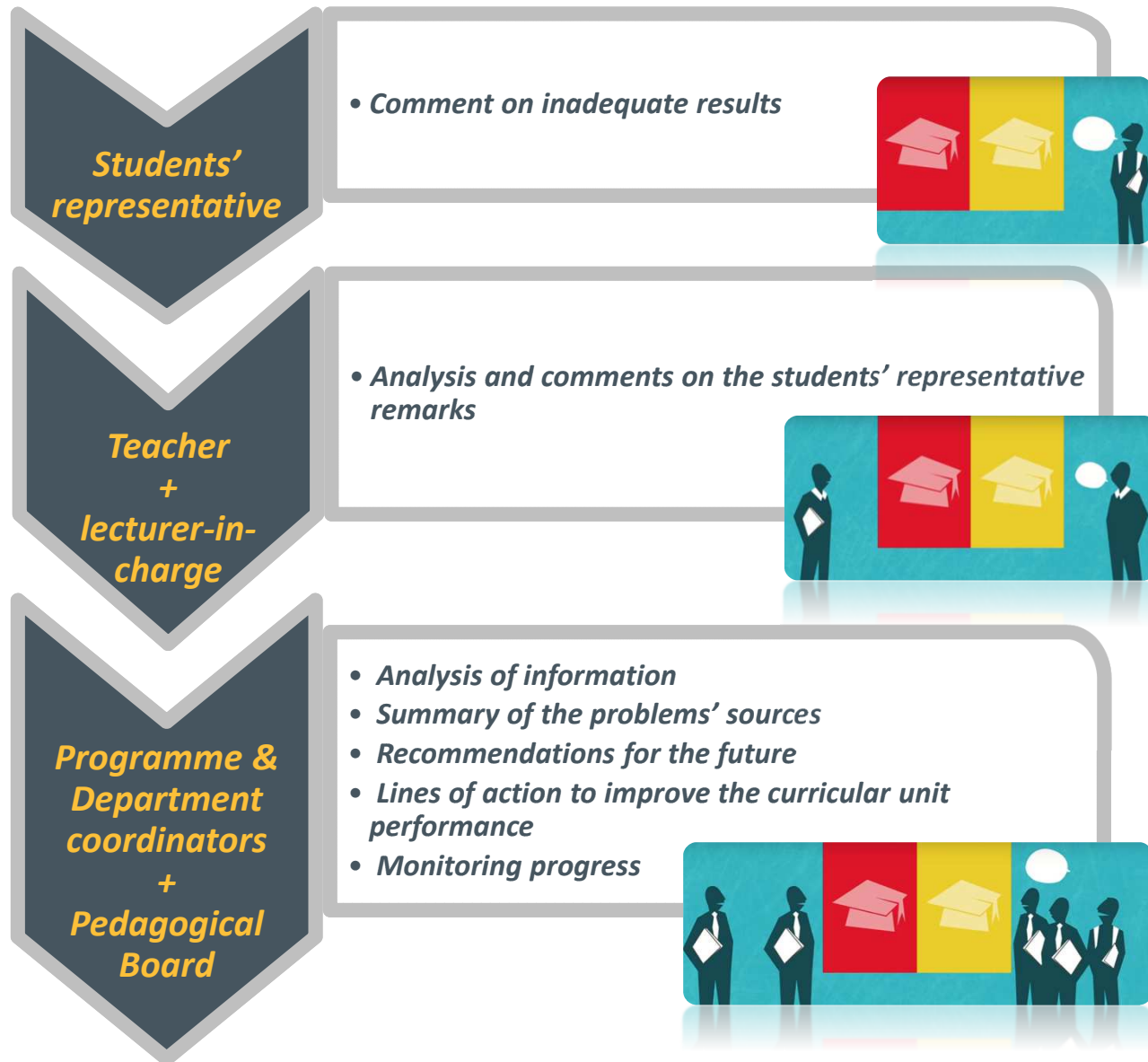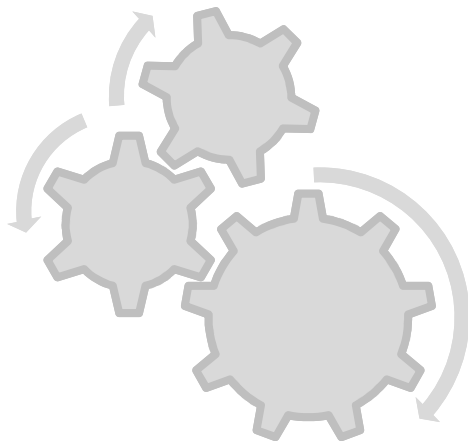- Participation and discussion
- Clarifying doubts *III*

QUC: design

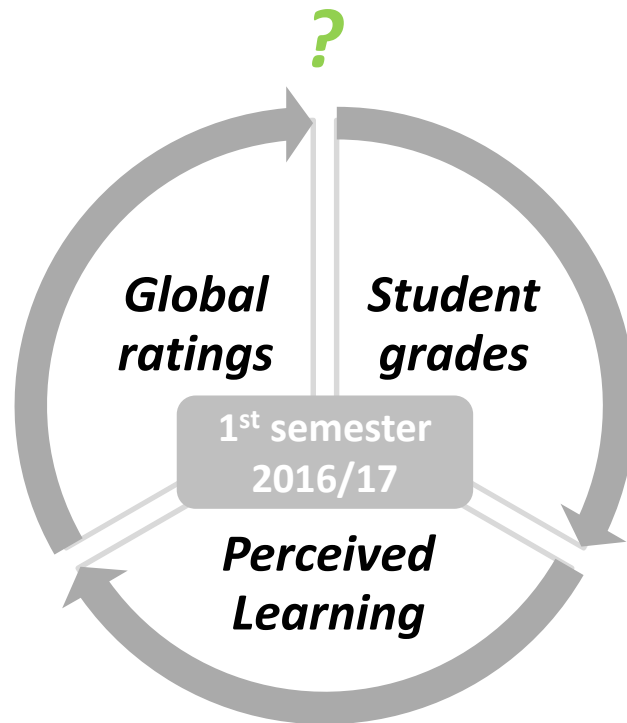**Follow up mechanisms:**
Analysis + Improvement + Supervision

Students' representative
- Comment on inadequate results

Teacher + lecturer-in-charge
- Analysis and comments on the students' representative remarks

Programme & Department coordinators + Pedagogical Board
- Analysis of information
- Summary of the problems' sources
- Recommendations for the future
- Lines of action to improve the curricular unit performance
- Monitoring progress

Methodology

What is the relation between student ratings, student grades and subjective assessment of learning

?

Global ratings

Student grades

1st semester 2016/17

Perceived Learning

Pearson correlation

Are student ratings stable

?

Global ratings

Teacher / course unit
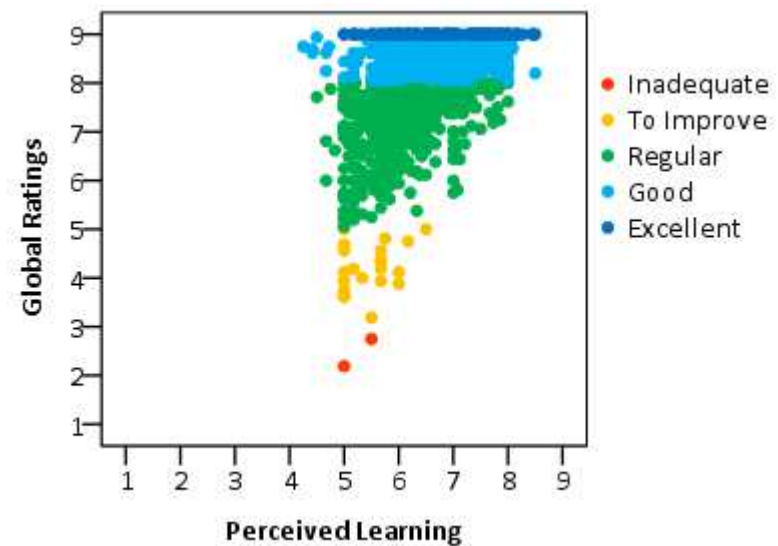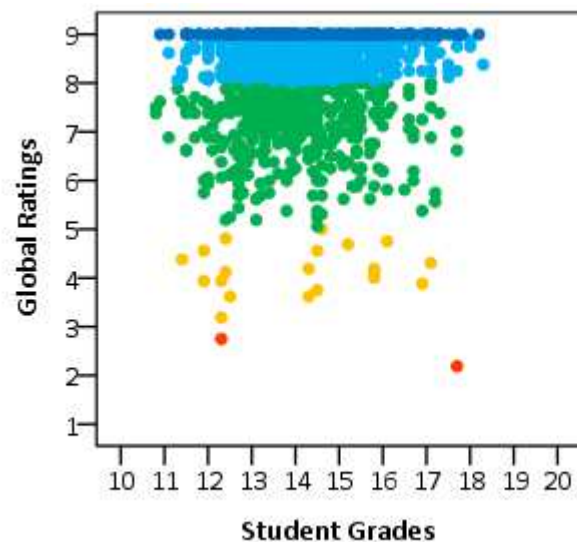
2015/16

2014/15

Paired t-test

Results

What is the relation between student ratings, student grades and subjective assessment of learning ?

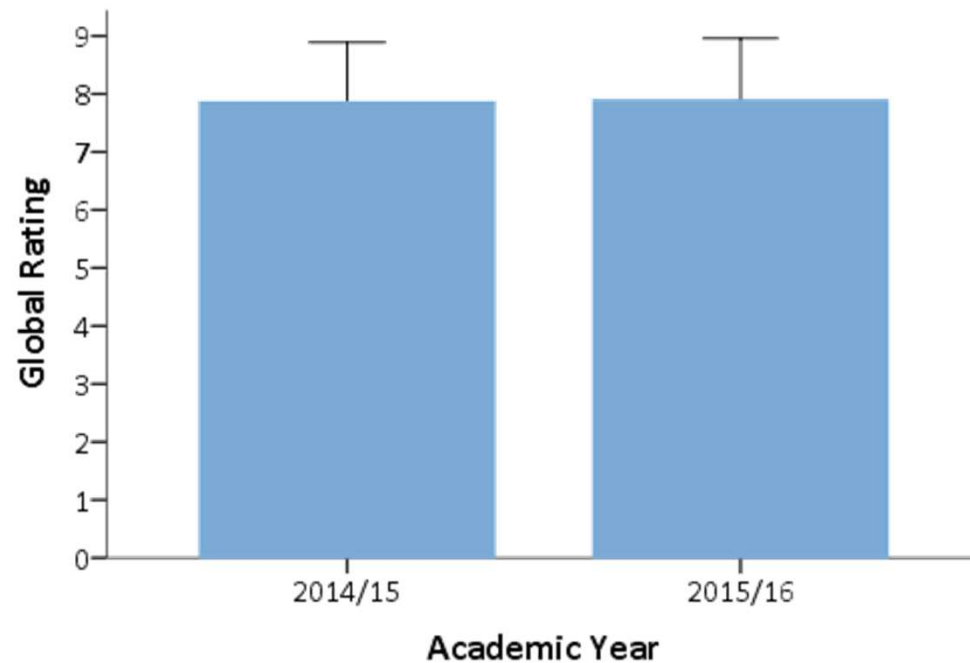| Pearson Correlations	Global Ratings	Student Grades	Perceived Learning
Global Ratings	-	*0,10*	**0,43**
Student Grades	-	-	*0,27*
Perceived Learning	-	-	-

Superiority of subjective learning as a predictor of student ratings

Results

Are student ratings stable ?

Paired t-test	2014/15	2015/16	p-value
n	1366	1366	-
Global Rating	7,87 ± 1,02	7,90 ± 1,06	**0,44**

No difference between generations

Discussion and final remarks

- *Students rate their teachers according to how much they believe they have learned.*

- *Students' ratings of instruction are stable.*

- *Students' ratings of instruction are much more a function of the perceived quality of teaching than of the received grades.*

- *Weakness of ratings has more to do with their use, than with the validity of ratings themselves.*

Questions

- *Do you feel that students are qualified to rate their teachers?*

- *What are the difficulties encountered when using student ratings?*

- *What actions does your institution take with the output of student evaluations?*

Thank you for your attention

For more information please refer to:

quc.tecnico.ulisboa.pt