

Bruker vi studentevalueringer på feil måte?

Do we use student evaluations of teaching (SET) for the wrong purpose?

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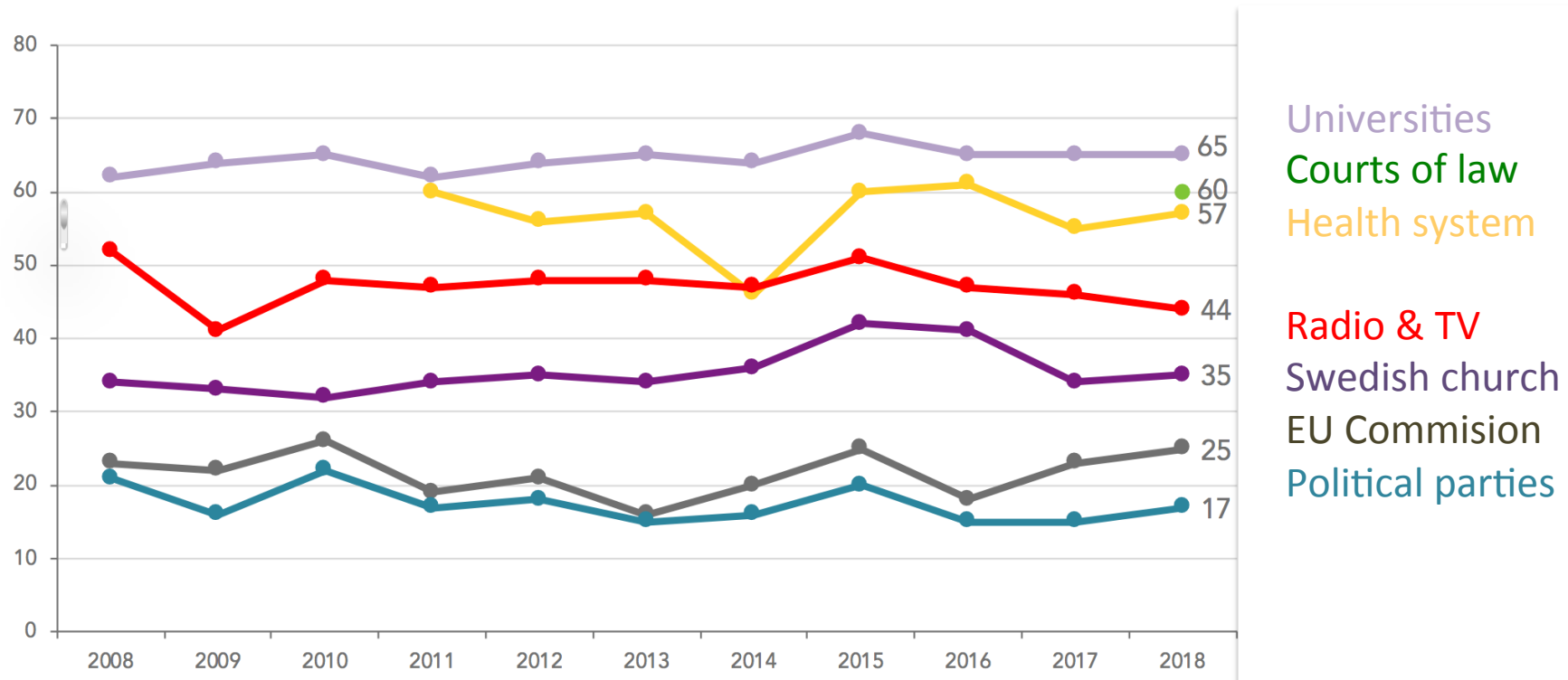
SET are more or less systematic ways to survey students' experiences from or opinions on teaching, courses, or study programs.



We often say that SET support development,
measure quality, and give students a voice

But mostly we just
create dead data
for hangar 51

Strong or very strong faith in Swedish universities (Medieakademin 2018)



The government may have an accountability problem that spills over to higher education
(Stensaker & Harvey 2011)

SET are here to stay
But there are a few problems



American air force training

(Borg and Hamilton 1956)

89 instructors, each of them “taught” 60 trainees

Instructors self rated themselves and rated each other and were rated by supervisors

6 trained assessors rated trainee’s performance when they (after training) in groups of 6 solved 12 realistic problems

Trainees anonymously rated their respective instructors

Instructors’ self- and peer rating, and rating by supervisor were correlated with each other – *not* with student rating

None of these correlated with student performance.

SET and student learning are NOT related

(Uttl et al. 2017)

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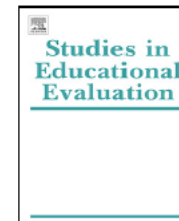


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Meta-analysis of faculty's teaching effectiveness: Student evaluation of teaching ratings and student learning are not related



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Students' epistemological views – effects on SET

200 students' ways of knowing on entry to Business
(Oxford Brooks University)

91 Absolute

“knowledge to be certain, either right or wrong”

84 Transitional

“knowledge as less certain in some contexts”

21 Independent

“acknowledging the contestability and uncertainty of knowledge”

“no system for evaluating the relative strength of knowledge”

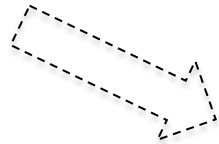
4 Contextual

“a contextual way of knowing also recognised the uncertainty and contestability of knowledge claims, but evaluated these claims in relation to the context in which they were made.”

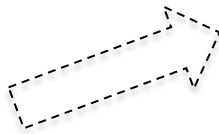
O'Donovan, B. (2017). How student beliefs about knowledge and knowing influence their satisfaction with assessment and feedback. *Higher Education*, 74, 617 - 633.

From which position are students answering?

Deep
approach to
learning



Surface
approach to
learning



If we don't know the
position of students
– how can we
interpret the result?

Other biases

Gender

(Andersen and Miller 1997; Sprague and Massoni 2005)

Ethnicity

(Basow, Codos, and Martin 2013; Huston 2006)

Attractiveness

(Wolbring and Riordan 2016)

Physical space

(Kwan 1999)

Weather conditions

(Braga, Paccagnella, and Pellizzari 2014)

Academic discipline

(Bini and Masserini 2016)

Course type

(Alhija 2017)

Student belief in SET usefulness

(Spooren and Christiaens 2017)

Teacher know this
How do they feel?

Surprisingly little on teachers feelings towards SET

(Arthur 2009; Yao and Grady 2005; Darwin 2017; Roxå and Bergström 2013)

Teachers in downward resp. upward spiral as a result of SET

(Lutovac et al. 2015)

Teachers using SET to talk bad about students (Edström 2008) or not engaging at all (Kember et al. 2002)

Administrators and managers have more faith in SET than teachers

(Linse 2017; Morgan, Sneed, and Swinney 2003)

Should we abandon SET altogether?

No



So what can we do?

What we need to do

We need to know what we are measuring – chose a perspective for our survey

We need to know what to do with our rersults – a theory of change

We need to align other development interventions to the theory we have chosen

We need to do what we say we are going to do (walk the talk)

Development at LTH

LTH reporting/summative evaluation (process)

1. Students fill out CEQ* (25 items 2 open-ended questions)
good teaching; goals & standards, examination, exp. workload, general skills
2. Students remove offensive comments. This is administrated by student union.
3. Working report produced: background stats. survey stats. open-ended comments
4. Mandatory meeting: a) course leader b) student reps. c) program coordinator discuss the course with the working report available
5. Summary: course leader, student reps., and program coordinator *independently* summarize their impressions, thoughts and suggestions
6. End report: Summaries, and statistics (*not* open-ended comments) are published on LTH intranet & emailed to all students participating in the course

* The Course Experience Questionnaire (Ramsden 2005)

Good Teaching LTH.

In CEQ this scale consists of six items:

- 1) The teaching has motivated me to do my best.
- 2) During the course, I received many valuable comments on my achievements.
- 3) The teachers made a real effort to understand the problems and difficulties one might be having in this course.
- 4) The teaching staff normally gave me helpful feedback on the progress of my work.
- 5) My lecturers were extremely good at explaining things.
- 6) The teachers on the course worked hard to make the subject interesting.

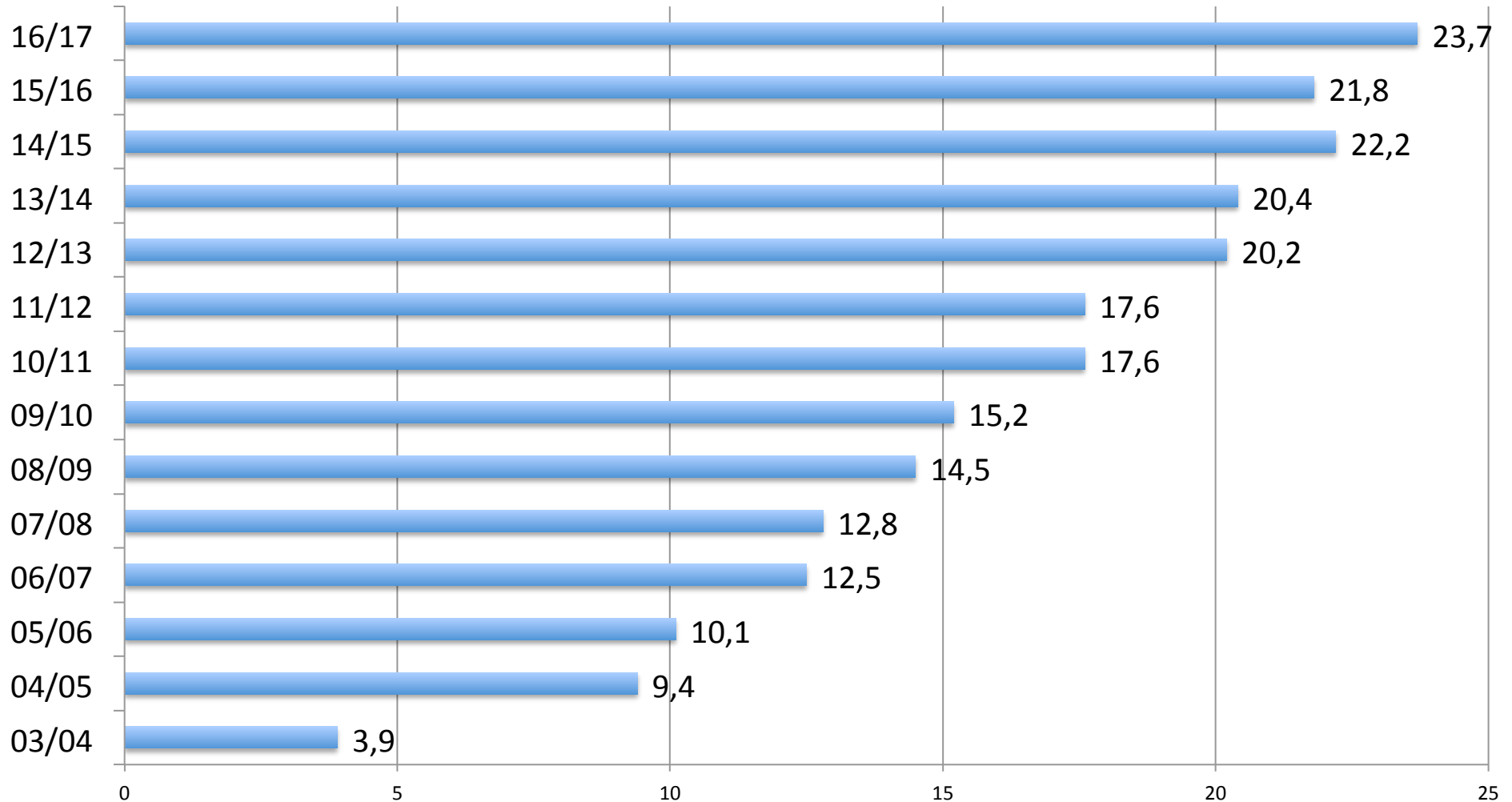
5 point likert scale

Totally agree (coded as +100) – totally disagree (coded – 100)

Since 2003, database of 247 224 filled out questionnaires

CEQ results, the Good Teaching cluster from academic year 2003/04 to 2016/17
number of filled out surveys per year (mean) 17 568, (tot all years 247 224)

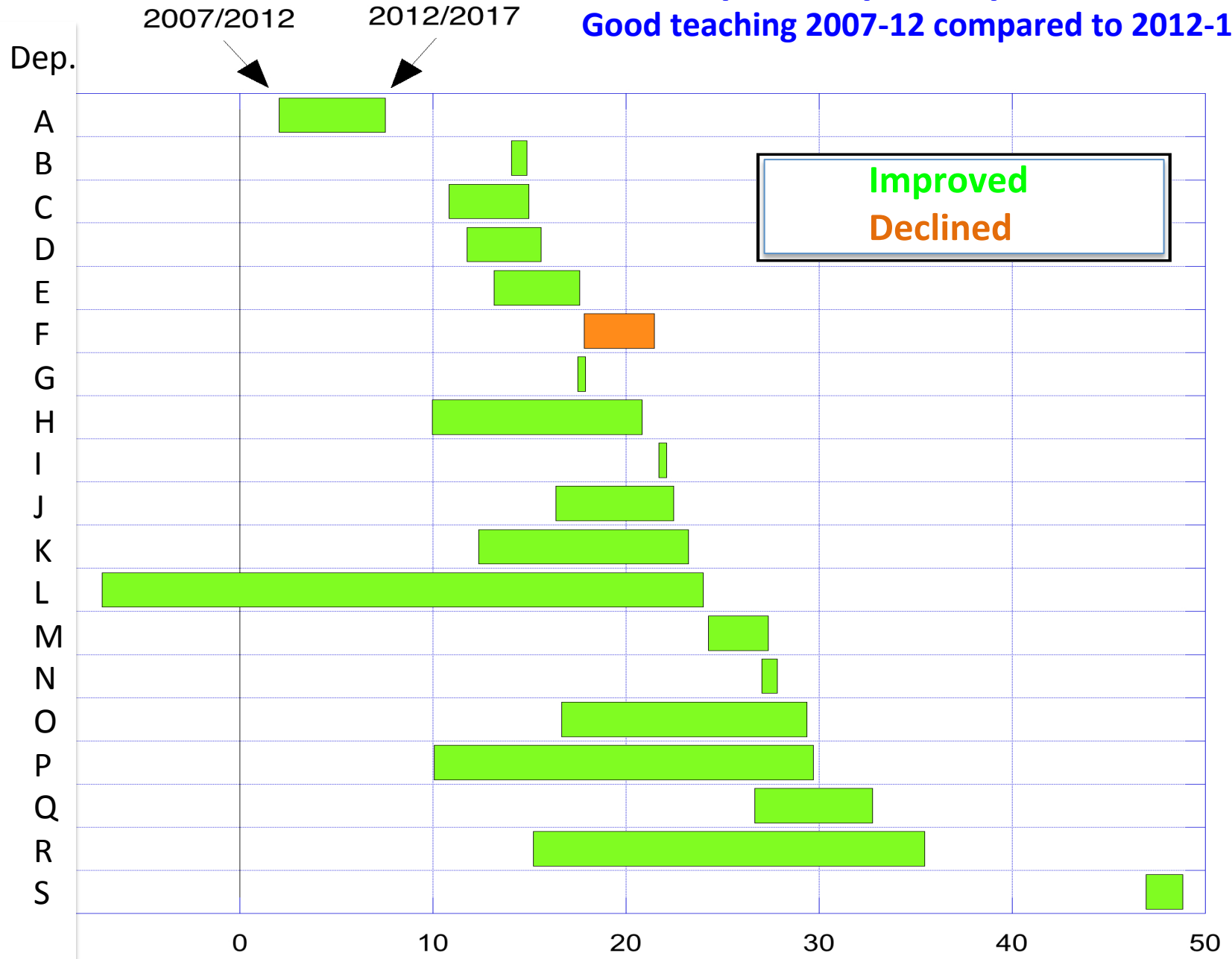
Ac. year



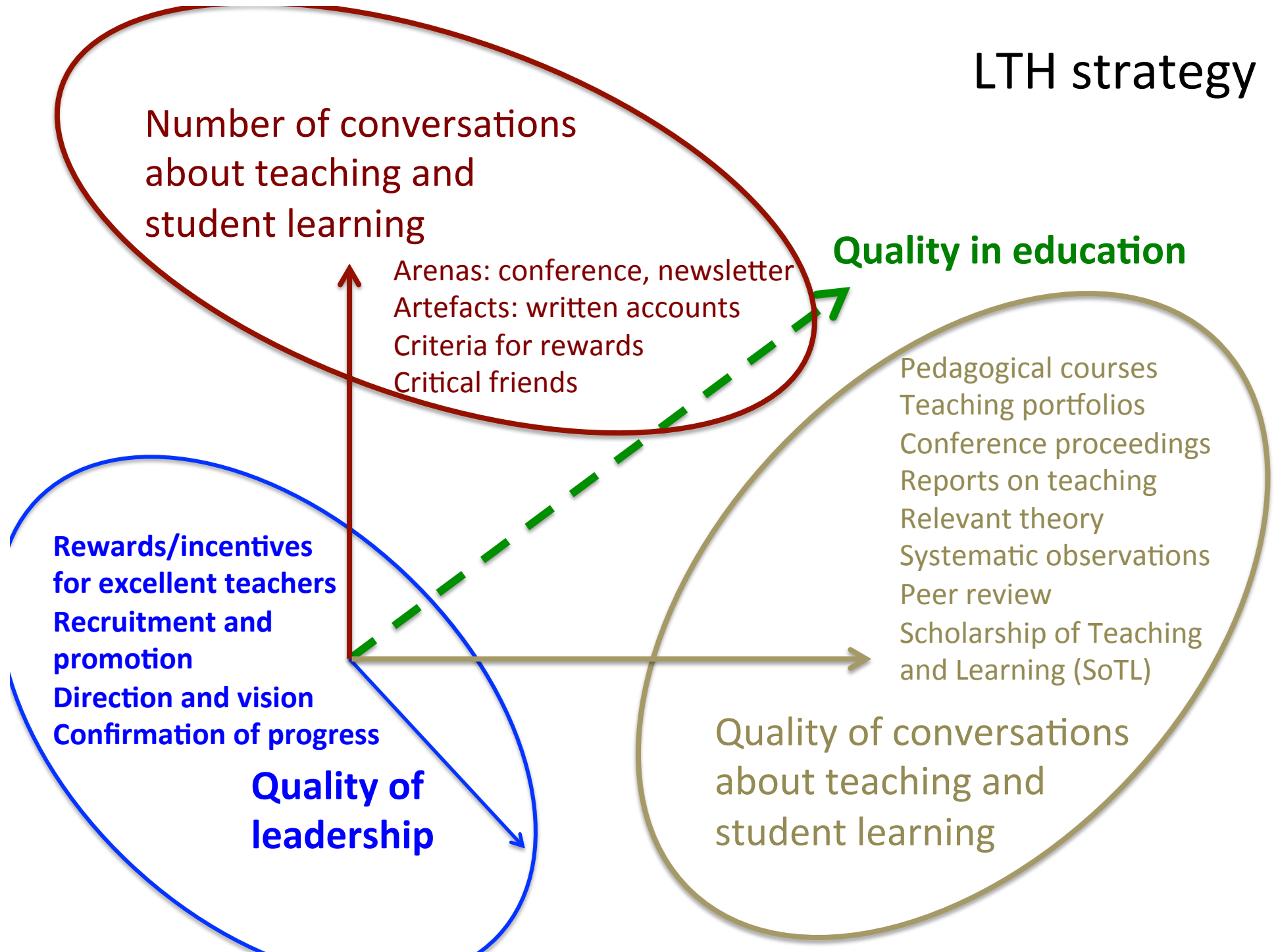
The scale is a five point lickert scale where totally agree means +100 and totally disagree -100.
The higher score the more the course in question supports deep approach to learning.

Development per department

Good teaching 2007-12 compared to 2012-17



LTH strategy



advice

Focus on development
measuring will follow

Tensions emerging from SET policies

(Darwin 2017)

- (1) Should teachers focus on students expectations **or** should students be challenged?
- (2) Should teachers innovate **or** should they teach in “normal ways”?
- (3) Should SET metrics lead development **or** should context specific experiences lead?
- (4) Should the institution guide teachers **or** should the discipline?
- (5) Should decontextualized policies lead **or** should professional judgement lead?

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http://medieakademien.se/wp-content/uploads/2018/03/Presentation-fortroendebarometern_2018.pdf

LTH document on SET and CEQ <https://www.ceq.lth.se/info/dokument/>

Thank you!

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