

Influencing academic teaching

through student evaluation

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We often say that student evaluation of courses support development, measure quality, and give students a voice

But mostly we just
create dead data
for hangar 51

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Bias in student evaluations

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)

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Should we abandon student evaluation altogether?

No

Treat the answers as material to be interpreted

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Enhancing academic teaching cultures through meaningful conversations with students

The culture we live in defines us and we
define the culture

Teaching culture is constructed collectively

The culture we live in defines us and we
define the culture

It defines what is important, who is important
and how we talk to each other

**How to influence the way we talk about
teaching – through evaluation**

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Support more and better conversations in everything

Number of conversations
about teaching and
student learning

Evolving teaching cultures

Quality of conversations
about teaching and
student learning

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Most academic teacher agree
upon
what good academic learning is

Use your evaluation so that you
get more of good learning



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10 students – which five would you like to have in your class?

1. I try to relate ideas in one subject to those in others, whenever possible.
2. I usually don't have time to think about the implications of what I read.
3. I find I tend to remember things best if I concentrate on the order in which the lecturer presented them.
4. In reading new material I often find that I'm continually reminded of material I already know and see the latter in a new light.
5. I find it best to accept the statements and ideas of my lecturers and question them only under special circumstances.
6. I tend to choose subjects with a lot of factual content rather than theoretical kinds of subjects.
7. In trying to understand new ideas, I often try to relate them to real-life situations to which they might apply.
8. When I'm tackling a new topic, I often ask myself questions about it which the new information should answer.
9. I spend a lot of my free time finding out more about interesting topics which have been discussed in classes.
10. Although I generally remember facts and details, I find it difficult to fit them together into an overall picture.

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10 students – which five would you like to have in your class?

Green is deep approach to learning – red is surface approach to learning (Ramsden 2005)

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. I try to relate ideas in one subject to those in others, whenever possible. 2. I usually don't have time to think about the implications of what I read. 3. I find I tend to remember things best if I concentrate on the order in which the lecturer presented them. 4. In reading new material I often find that I'm continually reminded of material I already know and see the latter in a new light. 5. I find it best to accept the statements and ideas of my lecturers and question them only under special circumstances. | <ol style="list-style-type: none"> 6. I tend to choose subjects with a lot of factual content rather than theoretical kinds of subjects. 7. In trying to understand new ideas, I often try to relate them to real-life situations to which they might apply. 8. When I'm tackling a new topic, I often ask myself questions about it which the new information should answer. 9. I spend a lot of my free time finding out more about interesting topics which have been discussed in classes. 10. Although I generally remember facts and details, I find it difficult to fit them together into an overall picture. |
|---|--|

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Academic teachers learn the most about teaching from students and from other academic teachers (Warfvinge et al. 2018*)

Table 1
Number and categorise of quotes regarding influence on pedagogic practice, as expressed in pedagogic portfolios submitted for applications for Excellent Teaching Practitioner at LTH in 2018.

Applicants	Internal significant others			External significant others				Total
	Academic	Non-academic	Students	Academic	Non-academic	Stake-holders	Other	
1				3				3
2	2			1				3
3	2			1				3
4	1	1				1		3
5		2	1	1				4
6	2		1	1				4
7	1		2	1				4
8		1	3					4
9	2	2	2					6
10	3		2	1				6
11	3	1	1			1		6
12	2	1	1	3				7
13	3	1	2	1		1		8
14	2	2	4	2				10
15	3	1	4	2				10
16	6	3	2	1				12
17	5	2	4	1		2		14
18	6	2	4	2		1		15
19	4	5	4	2	1		1	17
Total	47	24	37	23	1	6	1	139

* https://www.lth.se/fileadmin/lth/genombrottet/konferens2018/A4_Warfvinge_etal.pdf

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Ask the students (I)

Invite students before, during and after the course

Invite your students

- Ask about their experience
- Ask about what they think about your planning
- Ask about previous knowledge in the area
- Ask about anything that is relevant for their learning
- Ask about their understanding

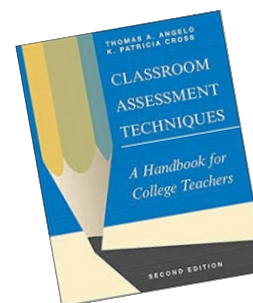
This will give you more engaged students and a lot of new material to consider while making decisions

If you think you cannot trust their answers - then there is a much bigger problem !!

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Ask the students (II)

Ask about what is important: understanding and learning
Much more valuable than opinions



- Minute paper
- Muddiest point
- Background knowledge probe
- Application card
- Misconception check
- ...

Use clickers, mentimeter, or pen and paper
But be sure to share your findings with students

Google "classroom assessment techniques" and you will learn many more ways to do this

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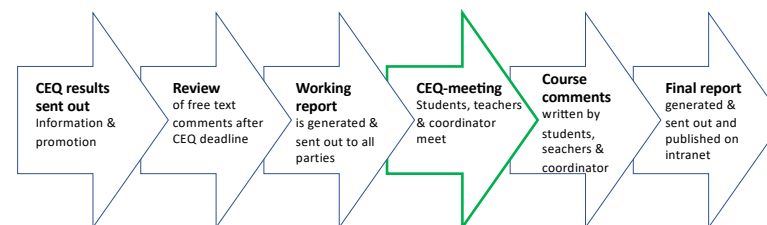
Using voting cards to increase student activity and promote discussions and critical thinking

Kjersti Daae, GFI, University of Bergen Norway



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Making student evaluations meaningful



This meeting is much appreciated by staff (Åkerman 2020)

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Katja Eftring (2021)

Investigates HOW students prepare for these CEQ-meetings

It turns out that they have an organization for training of new participants

They prepare extensively for each meeting in order to make them constructive and meaningful

Students appreciate these meetings a lot



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Two students are waiting outside the small conference room of the department. They squeeze their computers to their chests, shuffle their feet and exchange quiet comments. The meeting they are about to take part in concerns a mandatory course. The teacher is a respected professor at the department and has been responsible for the course for many years, but little has changed in the course despite recurring criticism from the students.

The course teacher and the programme coordinator arrive, and they all enter the conference room. A few pleasantries are exchanged as everyone settles down and sets up their notes and computers. The students look at each other and nod. They have met earlier in the day to discuss what to say and in which order, everything to maximize the chances of getting the point across in regard to the students' opinions without creating a conflict and locking horns with the teacher.

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Student Evaluation of Teaching

ask meaningful questions – about student experience, not about opinions

Good teaching cluster – Course Experience Questionnaire (Ramsden 2005)

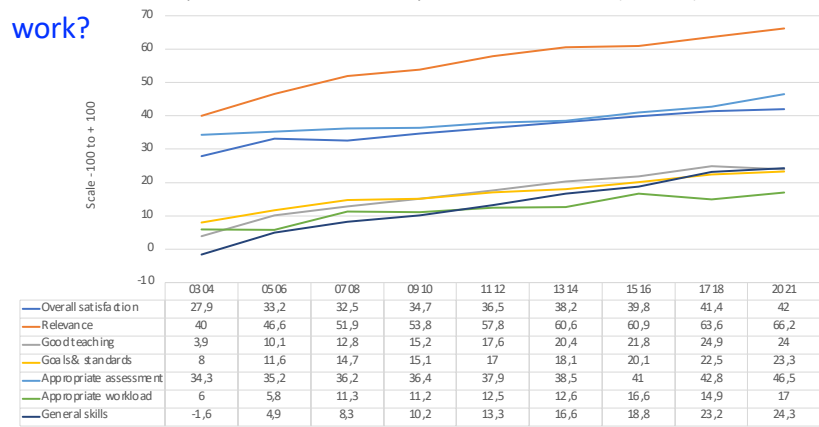
- 1) The teaching has motivated me to do my best
- 2) During the course, I have received many valuable comments on my achievements
- 3) The teachers made a real effort to understand the problems and difficulties one might have in this course
- 4) The teaching staff normally gave me helpful feedback on 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

We also ask about: Goals and standards; Examination; General skills; and Workload

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Does it work?

Development over time LTH, academic year 2003/04 to 2020/2021 (n 308 764)



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