



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

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Ana Torres, Filipa David, Marta Graça

Summary

1. Introduction

2. QUC

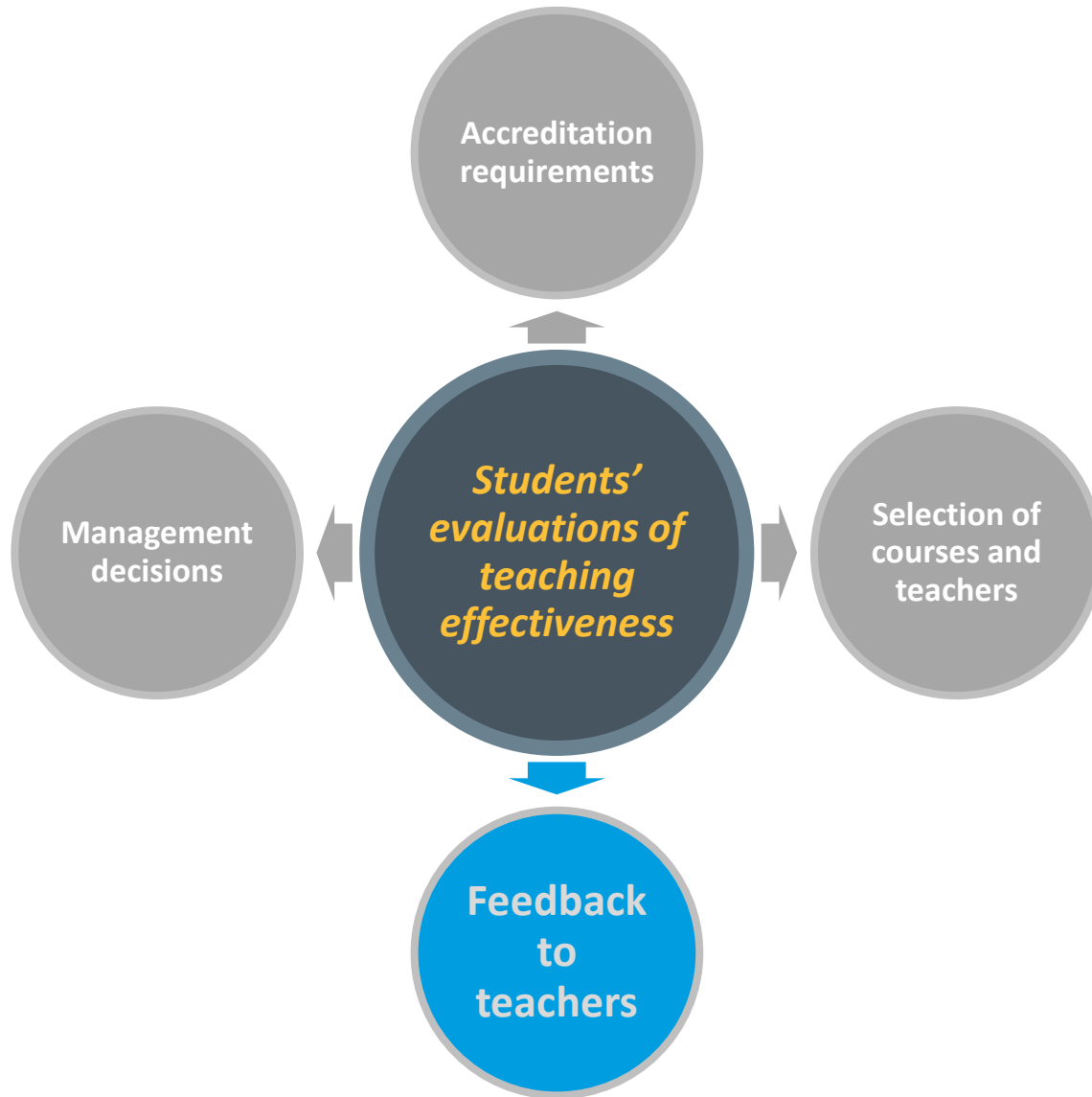
- i. History
- ii. Design

3. Methodology

4. Results

5. Discussion and final remarks

Introduction



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***



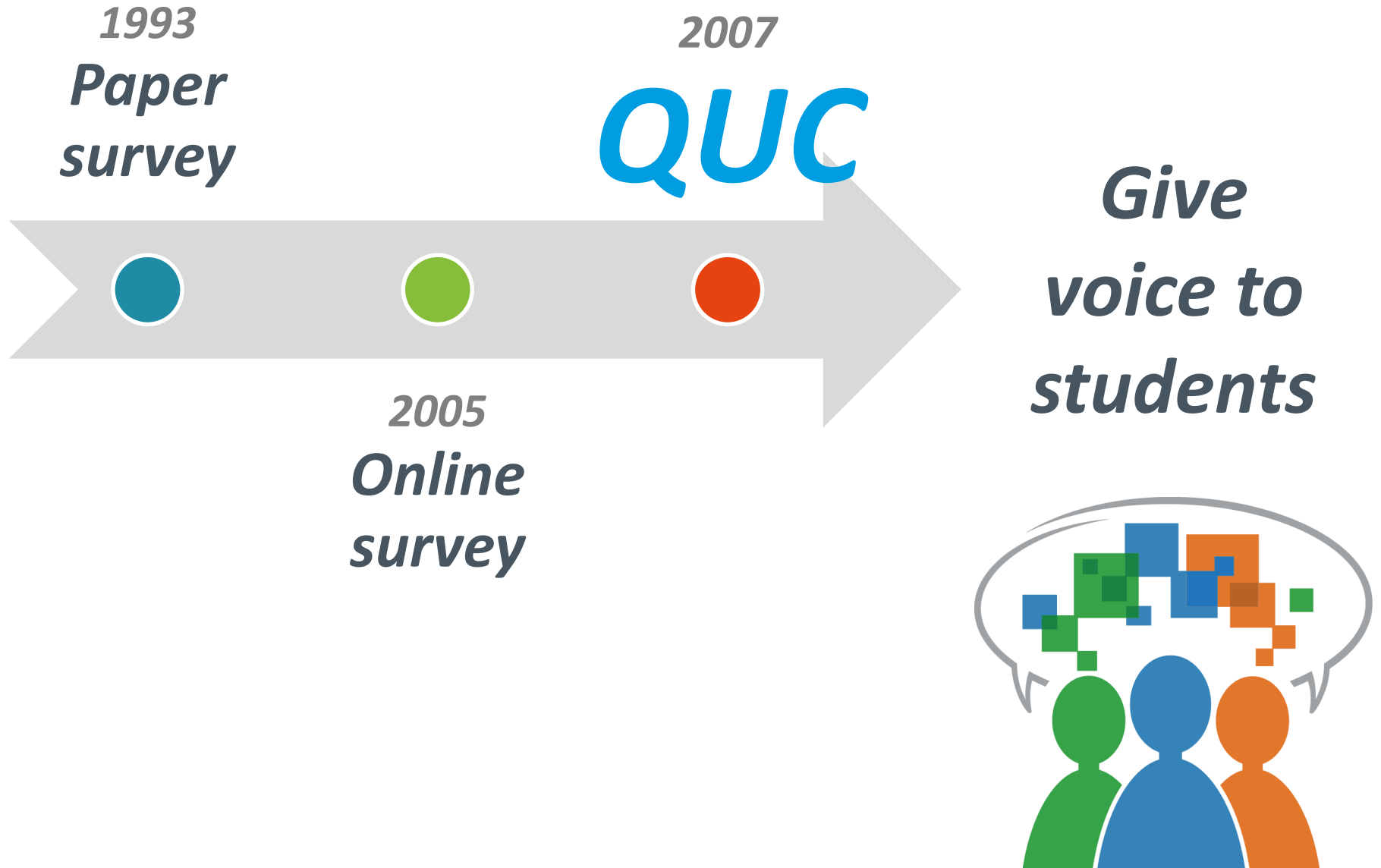
***11.458
students***



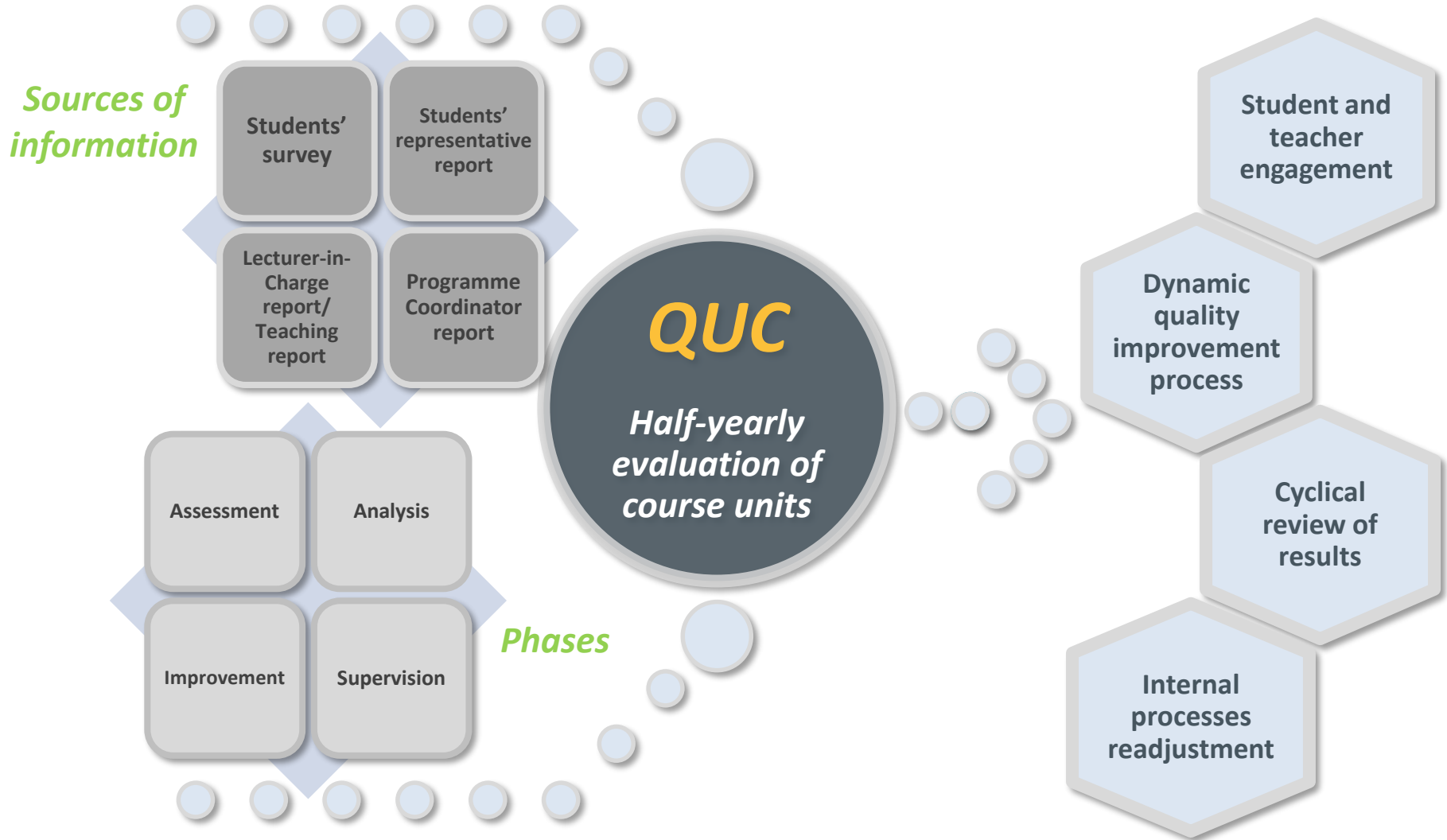
***853 teachers and
researchers***



QUC: history

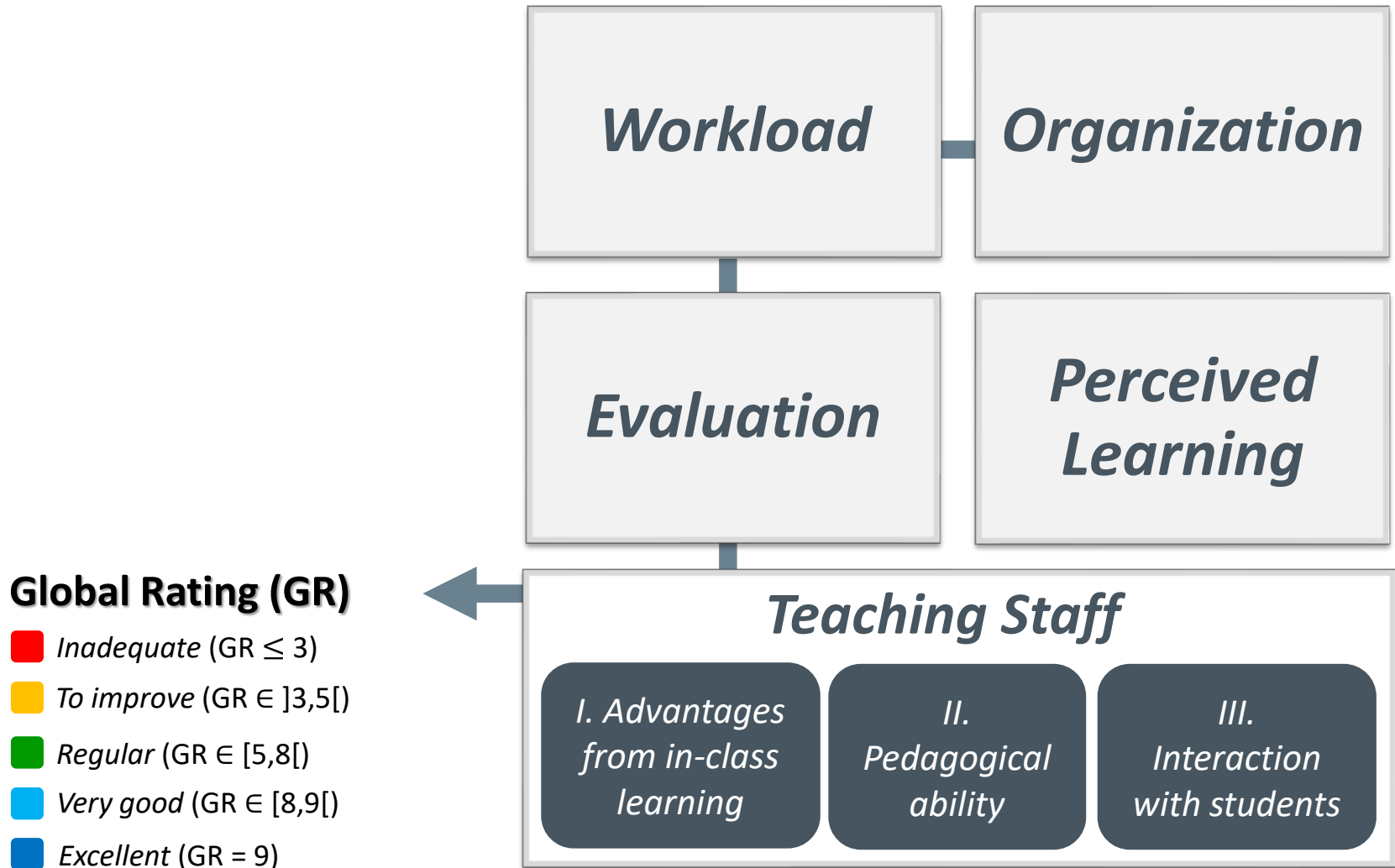


QUC: design



QUC: design

Assessment



QUC: design

- *Previous knowledge*
- *Study resources*
- *Attending classes*

Workload



- *Programme*
- *Structure*
- *Resources*

Organization



- *Method vs. content*
- *Evaluation process*

Evaluation



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

Perceived Learning



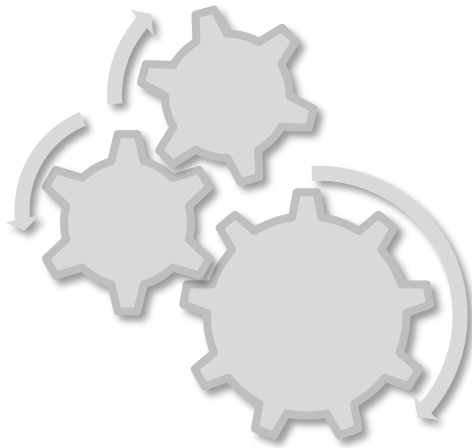
- | | |
|--|-----|
| • <i>Academic activities</i> | I |
| • <i>Content and pace of the classes</i> | |
| • <i>Commitment</i> | II |
| • <i>Teaching method</i> | |
| • <i>Confidence</i> | |
| • <i>Participation and discussion</i> | III |
| • <i>Clarifying doubts</i> | |

Teaching Staff



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*



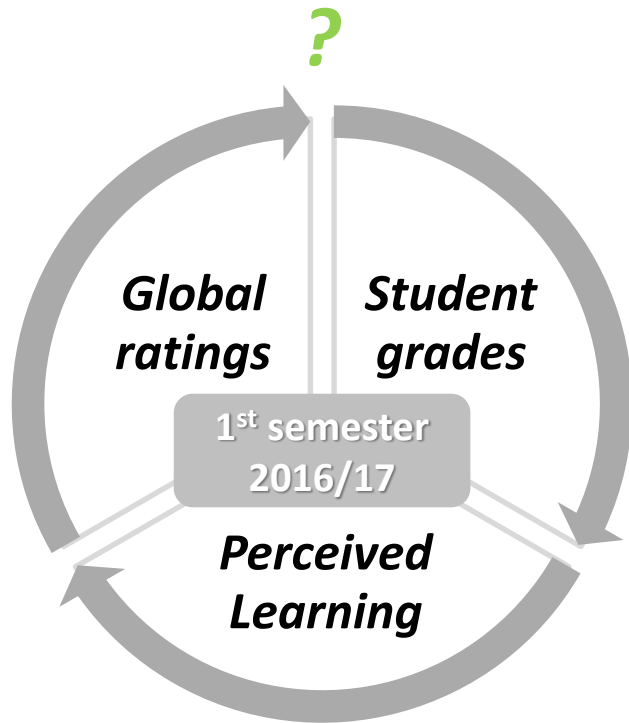
**Programme &
Department
coordinators
+
Pedagogical
Board**

- *Analysis of information*
- *Summary of the problems' sources*
- *Recommendations for the future*
- *Lines of action to improve the curricular unit performance*
- *Monitoring progress*



Methodology

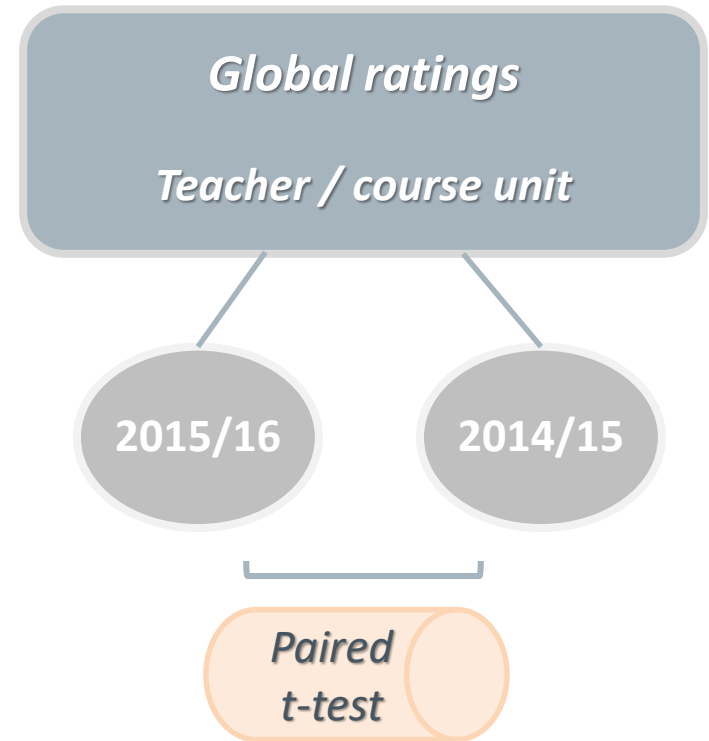
What is the relation between student ratings, student grades and subjective assessment of learning



Pearson correlation

Are student ratings stable

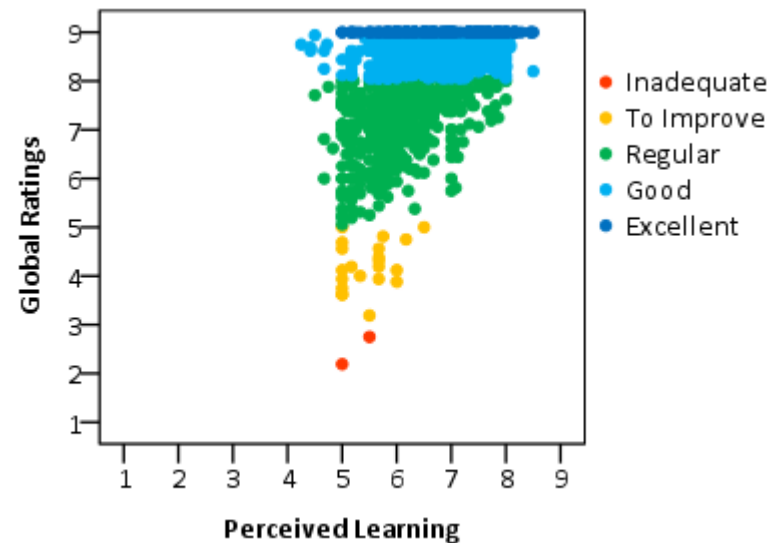
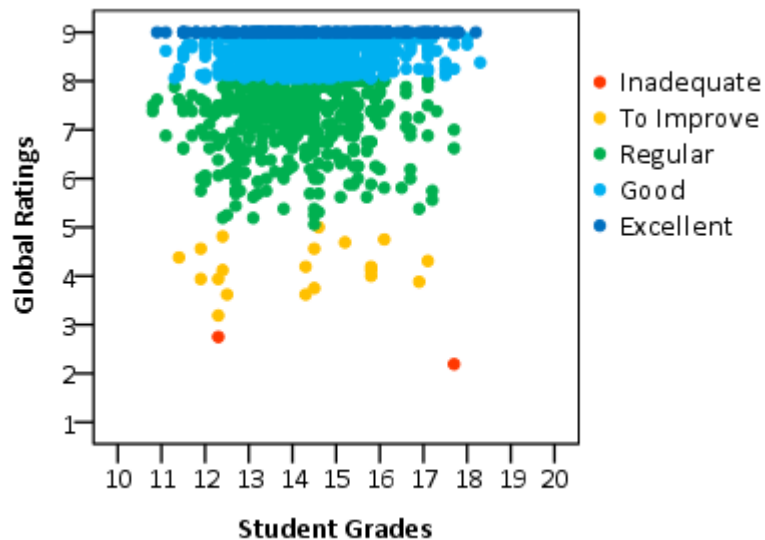
?



Results

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

<i>Pearson Correlations</i>	Global Ratings	Student Grades	Perceived Learning
Global Ratings	-	<i>0,10</i>	<i>0,43</i>
Student Grades	-	-	<i>0,27</i>
Perceived Learning	-	-	-

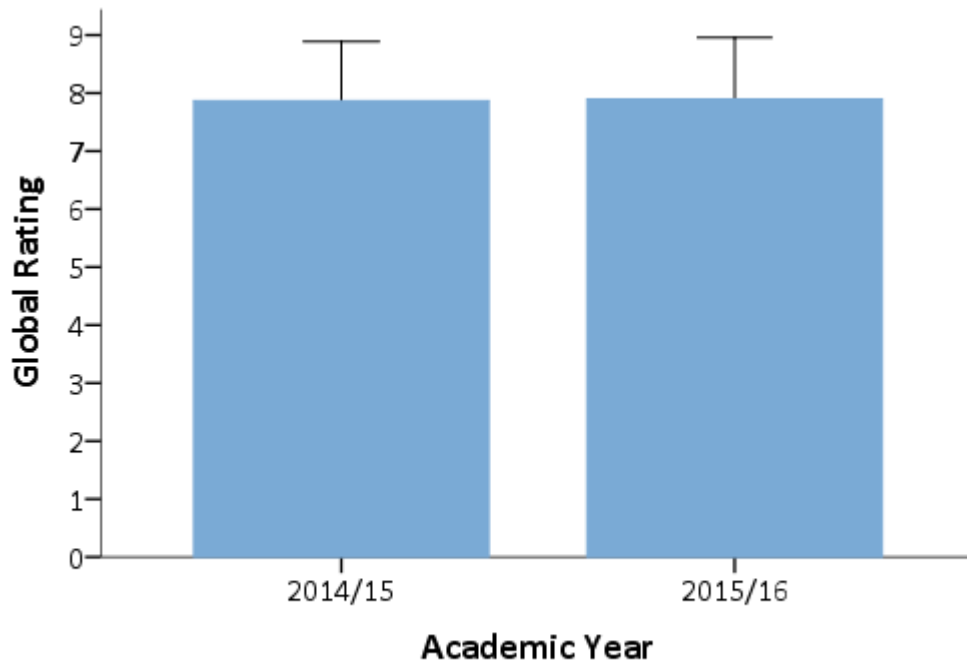


Superiority of subjective learning as a predictor of student ratings

Results

Are student ratings stable ?

<i>Paired t-test</i>	2014/15	2015/16	<i>p-value</i>
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:

guc.tecnico.ulisboa.pt

