



## Maximising the Potential of Student Evaluation of Teaching (SET) Process – A gift approach

A Resource for Learners

Make sure YOUR voice is heard.

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## The Role and Purpose of the SET process

- **For the institution**
  - Institutions are required by governing and external bodies to show that they are listening to Student Voice – this influences their EER Category rating from NZQA, and that enables or hinders the institution to develop new courses, continue to receive funding, etc.
  - Typically, the SET forms are analysed as part of the institution's Quality Assurance processes and satisfaction ratings, educator specific feedback is tracked across years and across courses.
  - Educators are asked to demonstrate how they have used the feedback to improve their course and to report about the impact the changes have made. This is called 'closing the loop'.
- **For the educator** – Educators want to grow and develop their teaching because they care deeply about their students' learning. They invest much time in the preparation of sessions, resources, marking and communicating. They usually know why they do what they do. BUT – they don't know what it is like for you as a learner – only you know this. So, your observations and insights are a wonderful **gift** to help them grow.
- **For you** – the learner. Our research shows that when you understand its role and are more attentive to the SET process, you will be more engaged in the learning. This is because you will be more observant about the course components – the way teaching approaches help or hinder your learning, the readings, opportunities for discussion (enough/not enough/too much), the value of the feedback you receive.
- **For future learners** – The valuable feedback you **give** means the educator can modify the course in the light of your observations and insights and then future learners will benefit.

## Factors that influence Students' engagement and response content in the SET process.

Reluctance due to cultural expectations around authority and expertise.

Typically, students' responses are highly influenced by their experience in the last few course sessions – rather than the course as a whole.

## Strategies to address hindrance or bias factors to provide effective feedback to your educator

For some cultures, it is not seen as appropriate to critique or question those in positions of authority or expertise. The SET process does not ask you to change how you relate in your cultural settings. Rather, it asks that you appreciate that in the academic institutional culture it is acceptable – and even expected – that you share your observations and insights. Just as you expect your educator to give you feedback to help you grow as a person and a student, so does the educator ask that you give them feedback to help them refine and improve their practice.

Here are some suggestions from ourselves and other students about how to address this factor:

1. Don't wait until the end of the course to feedback your ideas to your educator. As soon as you have something to share – offer your GIFT so they can make changes immediately – then your cohort will benefit.
2. At the beginning of the course, set up a place to jot your ideas. This could be:
  - a. A small notebook
  - b. A Padlet wall, More ideas on this [Padlet](#).
3. Think about whole range of things – readings, feedback, discussions, enough opportunity for dialogue