

Ideas why I think students may be reluctant to complete SET forms.

Thinking about SET forms . . . CHECK THAT . . .

- Learners have the information or knowledge that a question requires.
- Question design will yield the most helpful responses.
- Timing of SET shows respect for learners so they don't get evaluation fatigue.
- Examples of possible foci for responses are included.

**Mā te whiritahi, ka whakatutuki ai ngā pūmanawa ā tāngata
Together weaving the realisation of potential**

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



Educator Induction
Booklet

Support material for the
Education Induction
PowerPoint Presentation

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The Educator can change this by:

- Providing an Initial Briefing to students early in the course
 - Outline the SET process and its role and purpose.
 - For institution, learners, educators.
 - Explore SET process through metaphor of GIFT.
 - How institution values their feedback and tracks its impact – ‘closing the loop’.
 - Explore reasons why learners don’t complete SET forms.
 - Outline some Bias Factors – invite learners to name others.
 - Brainstorm strategies to collect feedback throughout course to improve SET response.
- Throughout the course: (put reminders in your calendar)
 - Remind learners of ideas in the Initial Briefing.
 - Invite them to share something they have jotted down they would like to feedback to you.
 - Take time to discuss SET form questions – one at a time.
 - Give examples of how you have previously engaged with SET and the difference it made for learners and their learning.
- Remind learners that you are committed to their learning.

Learner reluctance to complete SET forms:

- Don’t understand its purpose.
- Think that what they submit won’t be taken seriously.
- Think they will offend the educator.

The Educator’s attitude is a KEY influence in the process:

- A Reflective Growth Mindset.
- Understanding role and purpose of the SET process for each of:
 - Institution’s commitment to:
 - Care for learners’ wellbeing and learning.
 - Care for ongoing PLD for educators.
 - Ensure fulfil Quality Assurance compliance.
 - Educator – continue to refine their teaching.
 - Learner:
 - Current – will help them be more engaged.
 - Future – benefits from improvements.
- Approaching the SET process:
 - as GIFT not a burden
 - as a course long, rather than, ‘one off’ event.
- SET responses are FEEDBACK not JUDGEMENT. They can be rich data for your reflections.

