

Maximising the Potential of Student Evaluation of Teaching (SET) Processes

An induction resource for tertiary
educators

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An output from Ako Aotearoa National
Research Project 2020



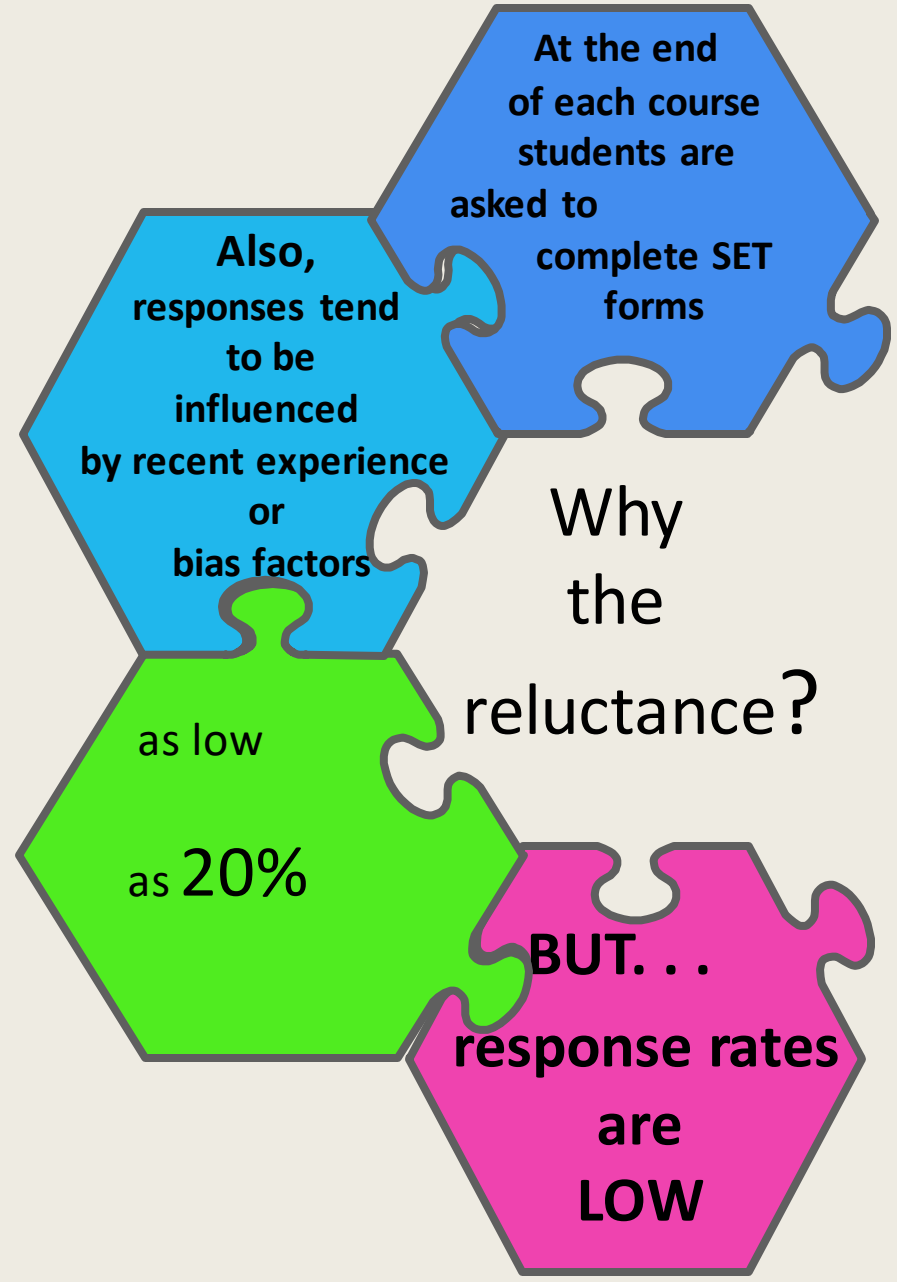
A GIFT APPROACH

Mā te kimi ka kite,
Mā te kite ka mōhio,
Mā te mōhio ka mārama

*Seek and discover.
Discover and know.
Know and become
enlightened.*

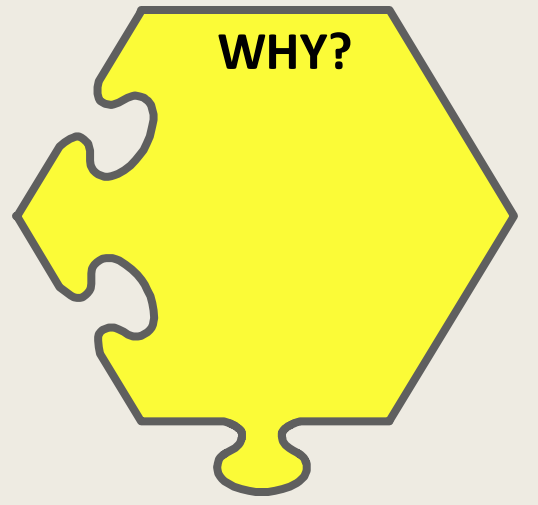
Learning is a journey. It starts with a conscious effort to seek knowledge. This whakatauki was true for our research project which informs this resource, but also can be true for your journey to maximise the potential with the processes used to collect Student Evaluation of Teaching (SET).

The Puzzle



Why the reluctance?

To help us improve our teaching





Jot down some ideas as to why students might be reluctant to complete SET forms?

Finding 1– reasons why students were reluctant to provide particular insights through the SET process

- Māori and Pacifica students tend to be hesitant to provide feedback to educators due to respect and appreciation for those in positions of authority or who have expertise.
- An **Extension** of this understanding – we also found that some Christian students whose beliefs about respecting elders, teachers etc. led to a similar hesitancy for providing constructive criticism of educators.
- Perhaps there may be other cultural, religious or background beliefs/assumptions which also lead to a hesitancy to critique educators and course components. Can you think of any?



Later we will talk about how we might engage with this hesitancy

Finding 2– increased awareness of educator’s role to invite and enable student participation in the SET process.

- Students, and some educators don’t have a compelling reason to complete the SET forms. In other words, they don’t understand the purpose.
- The SET process is not mentioned, or if it is, it might be at the very beginning of the course.
- When the time comes to complete the End of Course Evaluation form, students often feel rushed and just think of how they enjoyed the most recent sessions or interactions.
- If students are completing a range of course evaluations at the same time they “have a chance of muddling things up” or become weary of the process.



Next we will talk about how to empower students by making the purpose of SET clear.

This made a HUGE difference to the student participants in our study.

From the Literature - Factors which bias students' responses to SET

Bias . . . *“as one or more factors that directly and inappropriately influence the opinion of students about the evaluation of a course”* (Feldman (1997) in Luna et al., 2010, p. 338).

Common biasing factors referenced*:

- Most recent experience with class
- Student effort and/or interest in the subject, Reason for taking the course
- Course difficulty/ discipline
- Class size
- Grading - perceived leniency or fit with expected grades
- Timely feedback
- Student sense of involvement in the course
- How much course meets learner's expectations; Links to what they perceived they had learned;
- Educator's gender or personality; reputation (i.e. previous class comments)
- Learners beliefs about effectiveness of SET

* Please see full report for literature references – available on Ako Aotearoa Website.

Finding 3 – Informing students of the purpose and role of the SET process influence their involvement their focus for responses the depth of the responses.

For example, they were not aware that the SET process was important for the INSTITUTION. Knowing this made a difference

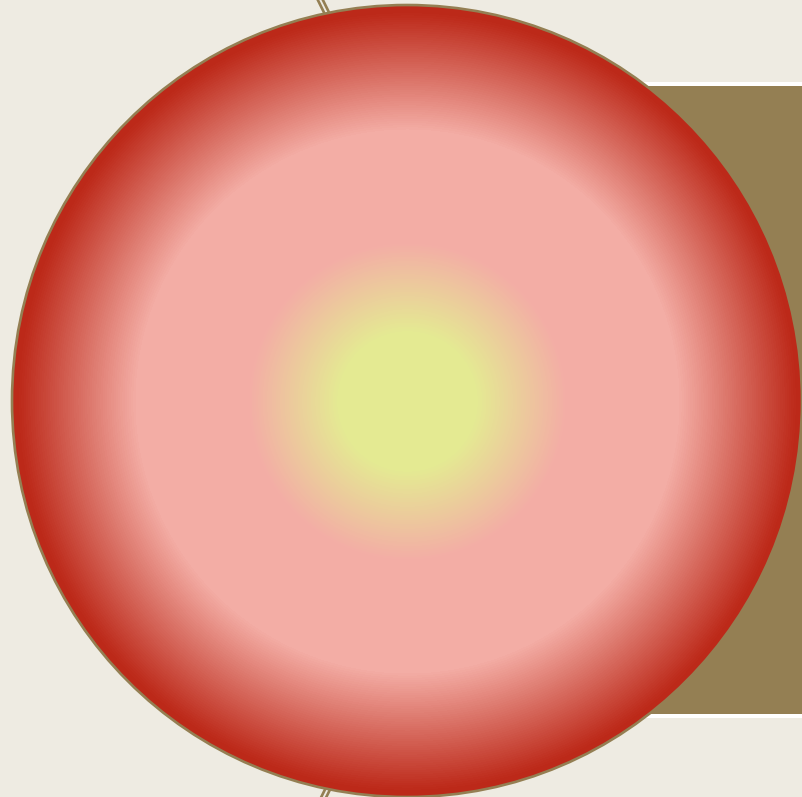
...how it makes a difference to future classes, other people and of course the tutor as well

It was good to think of it not in a sense of our last lecture but as in the whole picture.

It was helpful knowing the bigger picture

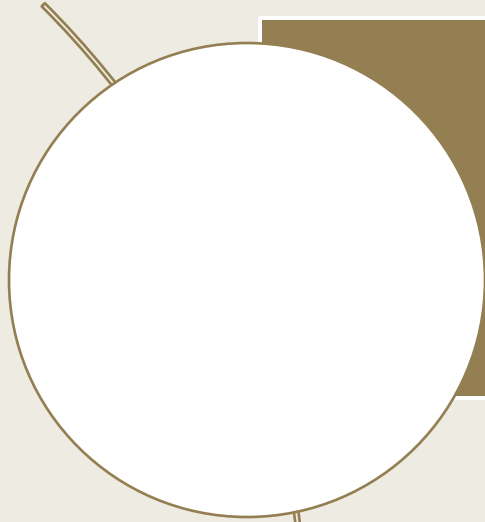
It's not just a little survey, it's something I should be part of

SET for Educators

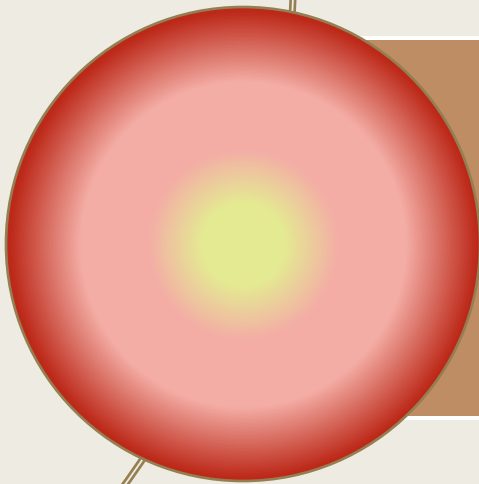


SET process as GIFT
not burden or
inconvenience

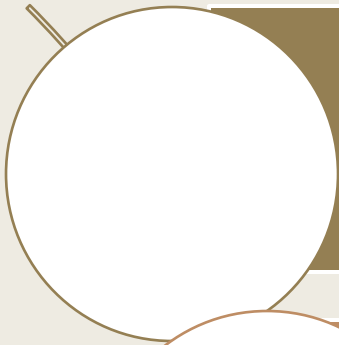
Do you mean will I get an A?



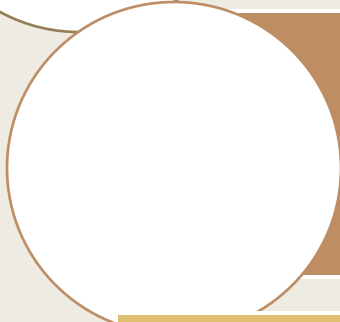
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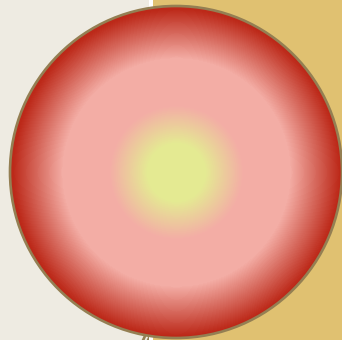
Not a 'one off' event - keep the SET process before students throughout course duration.



SET process as GIFT not burden or inconvenience



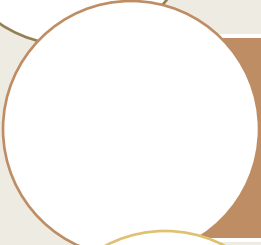
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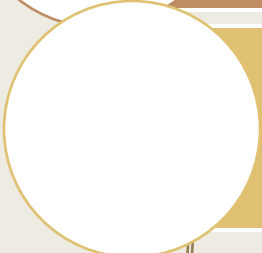
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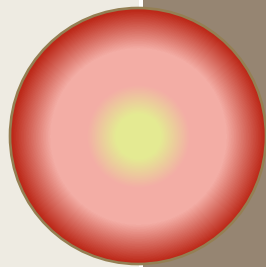
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Throughout the course duration, from time to time, remind students of SET – its purpose and benefit for all (institution, educator, current students, future students)



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Give examples of how you have engaged with feedback and the difference it made to your teaching and students' learning



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Remind students that you are committed to their learning



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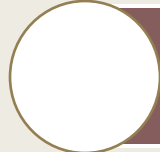
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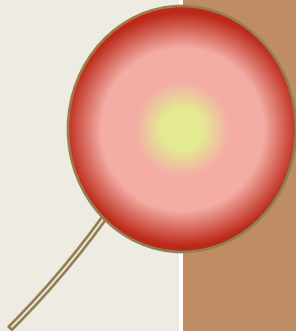
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Throughout the course duration, remind students that you are committed to their learning



Remember - SET responses are feedback, not judgement. Don't be defensive. Adopt a reflective Growth Mindset.



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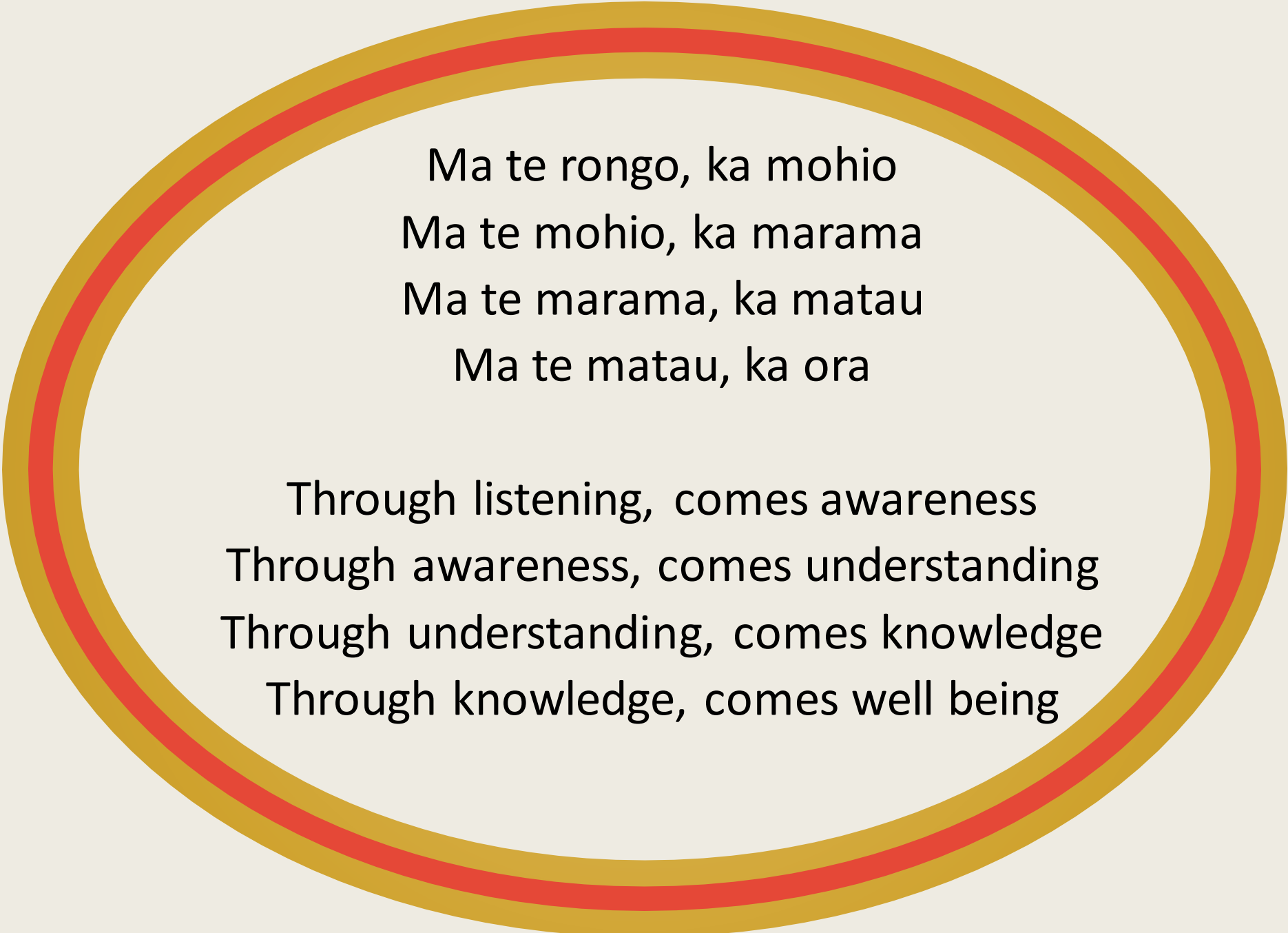
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Give examples of how you have engaged with feedback and the difference it made to your teaching and students' learning

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Remember - SET responses are feedback, not judgement. Don't be defensive. Adopt a reflective Growth Mindset (Dweck, 2006).

Tell the next group of students how their course was influenced from the previous students' SET and if at all possible, tell those who gave the feedback too.



Ma te rongō, ka mohio
Ma te mohio, ka marama
Ma te marama, ka matau
Ma te matau, ka ora

Through listening, comes awareness
Through awareness, comes understanding
Through understanding, comes knowledge
Through knowledge, comes well being

Thinking about SET forms

Pay attention to the questions asked:

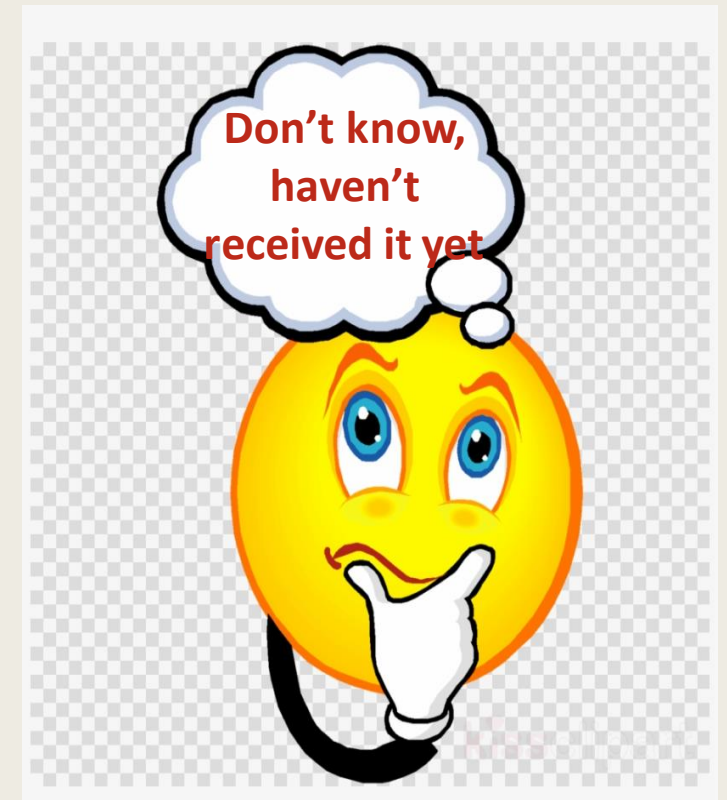
- **Are learners in a position or have the required knowledge to answer them?**

Which of these questions will get most helpful learner feedback?

Did the educator use appropriate teaching styles?

How did the educator's teaching style(s) help or hinder your learning?

SET question: Did the feedback on your assignment contribute to your learning?



Thinking about SET forms

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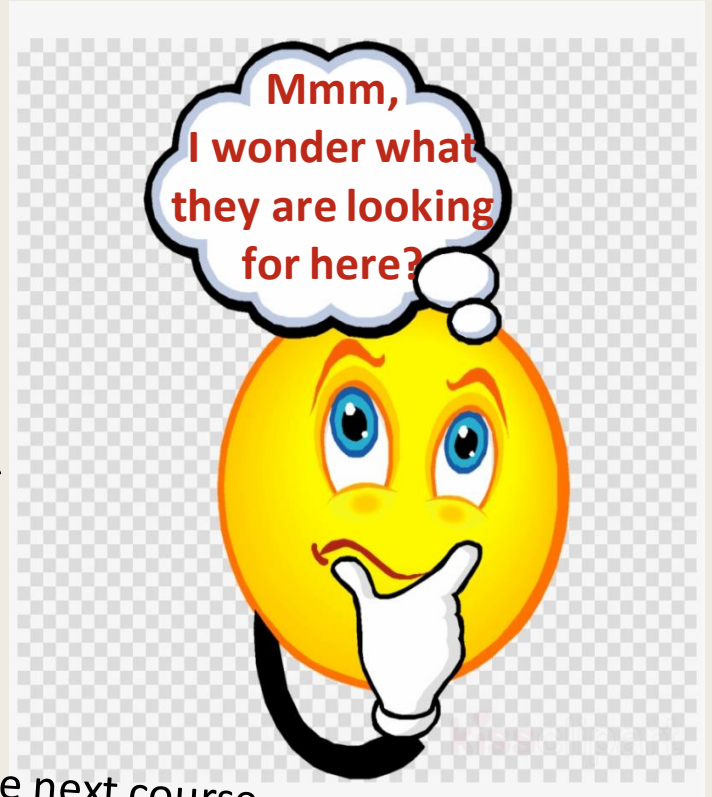
- **Think about how a student's response might contribute to improved teaching and learning rather than just satisfying Quality Assurance.**

Make sure the type of feedback you want is clear to the student.

What did you think of the readings?

What do you expect to be the outcome of studying this course?

Do you mean will I get an A?
Do you mean what's the next course on my schedule?
Do you mean how it has helped me personally?
professionally?

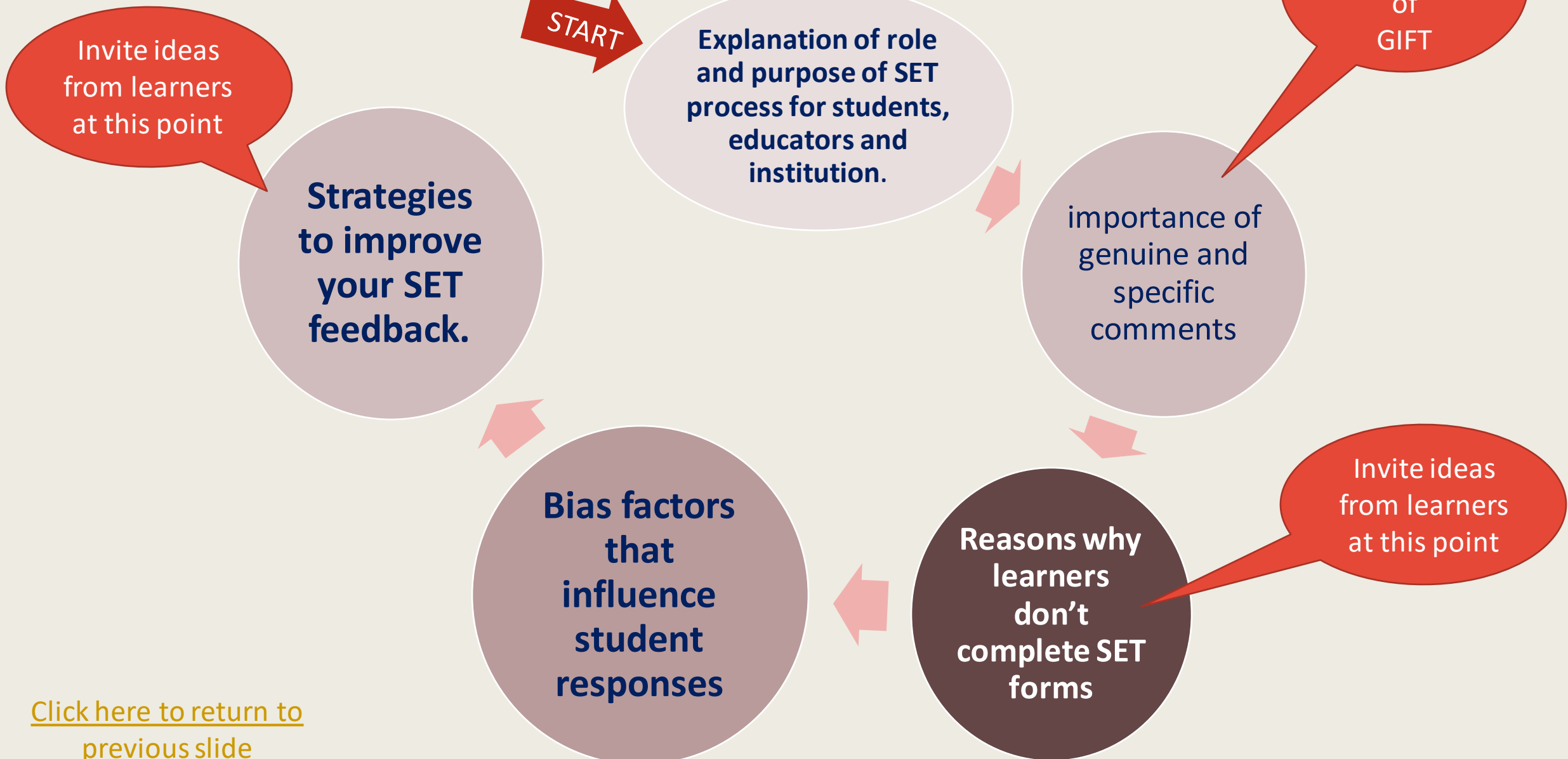


Summary slide – with GIFT acronym

**Mā te whiritahi, ka whakatutuki ai
ngā pūmanawa ā tāngata**

**Together weaving the realisation of
potential**

Possible Initial Briefing Plan (approx. 20 mins)



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