



Literature on Student Evaluations of Teaching

Excerpts from the Literature

Why Go Beyond Student Evaluations?

“Students do not learn more from professors with higher student evaluation of teaching (SET) rating (pg. 40)

Uttl, B., White, C. A., & Gonzalez, D. W. (2017). Meta-analysis of faculty's teaching effectiveness: Student evaluation of teaching ratings and student learning are not related. *Studies in Educational Evaluation*, 54, 22-42.

“We investigated the role of conscious or unconscious bias in terms of gender and cultural background. We found potential bias against women and teachers with-English speaking backgrounds (pg. 1)

Fan, Y., Shepherd, L. J., Slavich, E., Waters, D., Stone, M., Abel, R., & Johnston, E. L. (2019). Gender and cultural bias in student evaluations: Why representation matters. *PLoS one*, 14(2), 1-16.

Ways to Improve Student Evaluations of Teaching

“We found that these teachers take a reflective approach, aiming for constant improvement, and see their evaluation data as formative feedback, useful for improving learning outcomes for their students (pg. 1)“For some teachers, the reflective approach led them to see teaching as an ongoing process of development.”(pg.6)

Golding, C., & Adam, L. (2016). Evaluate to improve: Useful approaches to student evaluation. *Assessment & Evaluation in Higher Education*, 41(1), 114.

“Faculty reported receiving an increase in actionable feedback on SET, and students found the peer presentation helpful, recommended it to others, and reported improved skills in providing feedback. This project provides a rubric and an asynchronous video as resources that can be easily transferred to other courses and institutions to support teaching (pg. 256)

Signorini, A. (2020). Students helping students to provide valuable feedback on course evaluations. *ETH Learning and Teaching Journal*, 2(2), 256-261.

“First, if there is a faculty evaluation office or faculty development office at your university, meet with a representative to request a copy...Inquire about the development of the instrument, obtain reliability and validity research information on the specific SET used, and ascertain the relative importance of the global and specific items in the summative decisionmaking process. Second, become familiar with the literature on the validity and potential biases of SETs. Third, consider using some form of midterm evaluation for formative purposes. Finally, well-developed student evaluations with adequate reliability and validity data may provide some of the best measures of teaching effectiveness (pg. 30)

Hobson, S. M., & Talbot, D. M. (2001). Understanding student evaluations: What all faculty should know. *College teaching*, 49(1), 26-31.

Mid-Semester Student Feedback

“Compared with a standard individual evaluation, the online collaborative evaluation was rated significantly higher by students in enjoyment, ease, and ability to provide useful feedback. In addition,

comments yielded from the collaborative evaluation provided formative information that could be used to improve student learning. (pg. 157)

Veeck, A., O'Reilly, K., MacMillan, A., & Yu, H. (2016). The use of collaborative midterm student evaluations to provide actionable results. *Journal of Marketing Education*, 18(3), 157-169.

Importance of Student Evaluations of Teaching

“students were more likely than staff to be aware of the shortcomings of their own particular areas of study, perhaps due to greater interfaculty mixing of students than of staff. This finding reinforces the value of student evaluations in bringing to attention some of the specific weaknesses in academic teaching in different areas, which for various reasons may have escaped the notice of staff” (pg. 230)

Ballantyne, R., Borthwick, J., & Packer, J. (2000). Beyond student evaluation of teaching: Identifying and addressing academic staff development needs. *Assessment & Evaluation in Higher Education*, 25(3), 221-236.

Additional Resources

Abel, M. H., & Meltzer, A. L. (2007). Student ratings of a male and female professors' lecture on sex

