STUDENT EVALUATIONS OF TEACHING AS A TOOL FOR MAKING SUMMATIVE PERSONNEL DECISIONS AT A TERTIARY INSTITUTION

by

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STUDENT EVALUATIONS OF TEACHING AS A TOOL FOR SUMMATIVE ASSESSMENT IN A TERTIARY INSTITUTION

Abstract:

A random sample of learners and educators, at a Technikon, was surveyed with regard to the teaching behaviours that most contributed to effective learning. Variables included in the survey were identified by a focus group of educators and learners who negotiated the content of the survey questionnaire over a six-week period. This methodology ensured that learners were able to voice their interests in what should be assessed in a summative learner evaluation of teaching. Educator opinion on what feedback they would be prepared to receive from learners was a necessary touchstone to ensure compliance with legislative and administrative requirements for good practice in performance appraisal. Educators and learners agreed on thirteen of fourteen significant educator behaviours which learners felt contributed to effective learning. These findings suggest that a) learners and educators may not be as dissimilar in their teaching and learning agendas as previously thought and b) that participant meanings regarding teaching and learning practice may play a large role in defining teaching competence.

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CHAPTER 1

INTRODUCTION TO THE STUDY

1.1 INTRODUCTION

Evaluation of teaching quality should be a central focus of academic staff assessment when making selective decisions about whom to appoint or promote. The learner's role in this process is a key factor in making South African education institutions more democratic and accountable. During the 1976 Soweto Riots, school pupils and students upheld their right to protest against the inclusion of Afrikaans in the curriculum. That generation's ideals for democratic education are clearly expressed in current South African education policy, "ensuring broad public participation in the development of education policy and the representation of stakeholders in the governance of all aspects of the education system" (South Africa: Department of Education 1996, paragraph 4m).

Summative personnel assessment refers to the process of obtaining information to "guide decisions about the merit of a person in a particular situation" (Moses, 1988:2). Such decisions on educator appointments and promotions directly affect the quality of learners' educational experience. If assessment of teaching is part of quality assurance, then it follows that learners must be involved in the assessment of their educators including contributing to the decisions about who is appointed or promoted.

This research aimed to devise an assessment instrument, which is based on stakeholder input of a tertiary institution. This Chapter will describe why a new instrument for gathering learner opinion was necessary, by providing the background and reasons for the study.

1.2 BACKGROUND TO THE STUDY

Many tertiary institutions in South Africa have begun a critical review and assessment of their commitment to quality teaching. Historically White institutions have been faced with the need to transform their structures in order to meet the obligations of a democratic South Africa.

The researcher is a lecturer at a technikon, one of the many tertiary institutions that experienced student unrest in 1995. She was called upon to serve as a facilitator in a week-long stakeholder conference which provided the basis for the institution's three-year Strategic Rolling Plan (South Africa 1997: paragraph 2.13). At that time all the stakeholders identified the need to ensure teaching and learning quality as the key to the institution's development. Management identified two strategic objectives for the future of the institution. The first objective was to facilitate the development of educators through encouraging quality teaching. Technikons have tended to hire educators on the basis of their field expertise rather than their teaching abilities. The stakeholder conference brought this gap to light as a possible cause of high learner attrition rates.

The second objective was to develop an appropriate human resources plan that

would enable the institution to develop and implement sound employment policies in line with South African labour legislation.

The legislation referred to is the Labour Relations Act Nº 66 (L.R.A.) (South Africa 1995) and the Employment Equity Act Nº 55 (E.E. Act) (South Africa 1998). The L.R.A. requires that whenever an organisation makes a decision regarding an individual's capacity to do a job, particularly a negative decision, it must provide evidence of the grounds that informed this decision. Any assessment practice must be irrefutably procedurally and substantively fair to avoid charges of unfair labour practice, which can lead to expensive litigation.

The E.E. Act requires organisations to achieve appropriate representation of race, gender and disability at all levels of employment as soon as possible. At the institution under consideration White males dominate at senior academic levels. Recruiting appropriate staff with the necessary expertise is difficult because the private sector, facing the same equity challenge, is able to offer higher remuneration and more attractive benefits. The institution therefore has to 'fast-track' the development of junior staff without compromising standards. Staff development of this kind requires a fair and valid means of assessing teaching quality.

The organisation in question has to be very specific about its criteria for teaching quality in order to identify accurately its development needs and to ensure that its labour practices are defensible.

1.3 REASONS FOR THE STUDY

Technikon management has identified four career paths, which will enable academic staff to progress. An employee in the academic ambit can progress in rank through:

- applied research
- the sharing of expertise for community or industrial development
- participation in the policy- and decision-making structures of the institution
- demonstrating teaching excellence.

An academic should be able to demonstrate competence in all aspects, but may choose to specialise in one particular area when working towards career advancement.

In considering these four career paths the researcher became aware that what constitutes 'good teaching' at a tertiary institution is unclear. An informal survey of the academic performance review mechanisms in place revealed instruments for performance assessment by a head of department, colleagues and learners. The researcher's experience, when applying for promotion, was that the performance assessment was conducted largely as a "paper exercise" having little to do with a review of actual performance and so had little value in indicating areas for future personal development. Of the three instruments used, the Student Evaluation of Teaching (S.E.T.) initially appeared to have the most credibility (in terms of its validity and reliability) as an indicator of good teaching. This assessment included Likert-scale type questionnaires, administered to two

classes of learners, which delivered a profile on eight aspects of the educator-learner relationship.

On further investigation it was revealed that the validity of even this instrument was questionable, for the reasons discussed below.

1.3.1 The Change in Racial Composition of the Student Body

The S.E.T. instrument was developed in the early 1980's to service a demographically different student body in a different educational paradigm. At that time the racial composition of the academic staff mirrored that of the students: the student body being 80% White and the academic staff almost 100% White. In 1999 the student body was 80% Black and academic staff were, approximately, 70% White. Most learners entering the institution do not have English as their mother tongue (and this does not even consider the profound implications of cultural differences). Mother-tongue English speaking educators need to take this into account, as they are introducing learners to the 'language' of their field.

1.3.2 The Decline in the Academic Skills of Entering Students

In the 1980's learners entered the institution with qualifications that were comparable as a result of the common matric examination for Whites. Today, although a matric certificate is the admission requirement, its value is in question due to the legacy of inadequate schooling. The historical under-funding of education for the majority of South Africans remains to hinder their

academic development. The explanation that is given for the failure rates in key subject areas, Commerce, the Applied Sciences and Engineering, is that students are inadequately prepared for tertiary education (Collet & Davidson 1997:29). While intervention programmes, such as bridging courses, have been introduced to address inadequacies in secondary schooling, they focus on gaps in knowledge resulting from inadequately trained educators and lack of access to textbooks. They do not target learners' learning skills, which are essential in dealing with the demands of higher education. Intervention courses for no credit and introduced as piecemeal appendages to a programme have failed (Amos 1999).

Felder (1993:9) comments that, internationally, educators in higher education are the only educators who do not require certification in educational practice. If such educators are uninformed about how learning takes place and how to facilitate learning, then the inability of learners to succeed is not surprising. The institution's previous unofficial hiring policy of valuing vocational expertise and experience over demonstrated teaching ability has negatively influenced teaching quality in technical and vocational studies. Learner views on exactly where teaching was failing would be invaluable in addressing these concerns.

1.3.3 The Change in Conceptions about Effective Teaching and Learning

Approaches to teaching have changed since the 1980's. Then the dominant approaches to teaching were rooted in Behaviourist theories, which assumed that the educator's task was the transmission of a fixed body of knowledge

(Deacon & Parker 1996). Today, perceptions of desirable teaching tactics are informed by recent research on effective learning and are focussed on the learner's acquisition of appropriate learning strategies (Ramsden 1998:68). The current S.E.T. instrument does not reflect this change. An academic who has remained abreast of good educational practice and can actively facilitate 'deep' as opposed to 'surface' learning strategies, may be assessed negatively by students if the instrument uses a dated approach. For example, a question that asks *"Does the lecturer provide the solutions to problems in the subject?"* can be ambiguous. It does not take into account the more recent view that learners should have the tools and skills to generate and evaluate their own solutions. The learners honestly answering *"No"* to this question may be unaware that they are casting a negative vote against the educator because the instrument is coded to record this as 'bad teaching practice'. A more appropriate question may be, *"Are you learning techniques that enable you to solve problems?"* A negative assessment arising out of a biased instrument could lead to the educator being unfairly discriminated against in appointment or promotion decisions.

1.3.4 The Difference in the Contextual Focus of Teaching

The S.E.T. instrument assessed only classroom teaching in a typical lecture theatre. It provided little opportunity for learner comment on the educator's involvement in practical and experiential activities and on the vocational aspects of the learners' experience. This was a serious deficit, given that the institution's mission is excellence in tertiary vocational education.

The instrument favoured teaching skills that were used in lecture theatres and not those required for other learning contexts such as design practicals, computer laboratories or a radiography clinic.

It is not clear how this difference could be accommodated given the existing policy of comparing all applicants of a given rank in making promotion decisions. It seems that teaching skills that are common to all areas of practice must be identified if educators from different fields are to be compared for promotion decisions.

1.3.5 The Change in National Education Policy

The democratisation principle in the 1997 White paper, A Programme for the Transformation of Higher Education requires that "structures and procedures [in an institution of Higher Education] should ensure that those affected by decisions have a say in making them either directly or through elected representatives." (South Africa 1997 paragraph 1.19). The parties directly affected by appointment and promotion decisions are the educators and the learners. The 1982 instrument being used was constructed by a unit responsible for teaching development, with the aid of the Students' Representative Council of the time. Neither represented the interests of the current transformed student body nor the educators.

A major challenge to educators is the call for the 'Africanisation of the

curriculum'. There is a drive to remove the legacy of colonialism and apartheid that erased the contributions and perspectives of Africans by holding, for example, that British values and history were more important than African. This opens a vast new area for educational research that may affect significantly what and how teaching is assessed (UNESCO September 1999). Ramadzuli, describing his experience of the Robben Island 'university', suggests that the interdependence of learners "in relation to both their individual and collective learning needs", regardless of level of learning achieved, is more in keeping with the African way than the individualistic modes of Europe, America and Australia (Christie, Lessem & Mbigi 1993:304).

The behaviours assessed through a S.E.T. instrument should reflect the institution's conception of teaching quality as defined by the stakeholders. So in order not to pre-empt learners' views of what constitutes effective teaching the researcher adopted a broad definition which would encompass all possible perspectives. For the purposes of this study, effective teaching was defined as the ability to create conditions which facilitate effective learning.

1.4 PURPOSE OF THE STUDY

The purpose of this study was to devise an assessment instrument, which was based on stakeholder input of a demographically transformed tertiary institution. It is the educators and learners who are "affected by decisions" and so should "have a say in making them". In this research, emphasis was placed on the aspects of teaching that learners believe are important in good teaching. Staff

opinion was sought as a touchstone for, and to lend weight to, the validity of the resulting summative instrument.

This assessment instrument had to serve four purposes:

1. It had to enable learners to present their opinions on teaching quality.
2. It had to have the facility for measuring educator growth and development, particularly staff who have not had access to higher-level education.
3. It had to contain a summative quality, which would enable management to make just staffing decisions.
4. It needed a predictive quality that would enable managers responsible for human resources to create appropriate progression plans in an organisation where the demographic profile of educators must strive to be more representative of the surrounding population.

1.4.1 Research Questions

In order to achieve these purposes three questions had to be answered. What did learners think constituted good teaching performance at the institution in question? Did educators agree? If so, were these views supported by international literature?

It was necessary firstly, to derive information from the literature on S.E.T. in higher education institutions in South Africa and elsewhere, particularly Britain, Australia and the United States.

Secondly, the information had to be obtained about educators' and learners' perceptions of what constituted good teaching in a higher education institution. The process used to obtain this information is described in Chapter 2.

Thirdly, the researcher devised an instrument based on this information to assist in decisions regarding academic staff appointments and promotions in an institution for higher education. The format of this instrument (Chapter 4) was similar in form to the questionnaire from which the information had been derived. This meant that learners and staff did not have to adjust to a different rating format. It also meant that the data analysis programme merely had to be modified rather than rewritten.

Recent literature in S.E.T. is ambiguous on the chances of agreement between educators and learners on what constitutes good teaching (Haskell 1997, Marsh and Roche 1992). Chapter 3 showed that learners significantly identified eleven essential criteria for good teaching. Of these educators agreed with ten, which enabled the development of a concise and valid instrument for gathering Student Evaluations of Teaching that would contribute to summative assessment of educators. These findings showed some similarities with recent international research described in Chapter 2, although there were some surprising differences. For example, learners at the institution did not seem to be as concerned with marks and marking as were stakeholders described in the literature. This study found sufficient agreement on criteria for effective teaching

to justify their use in the construction of a summative S.E.T. instrument.

1.5 SIGNIFICANCE OF THE STUDY

It was the researcher's belief that the S.E.T. instrument devised would provide a portion of the data that is required for administrators to make procedurally and substantively fair (South Africa 1995) decisions about academic staff appointments and promotions. The research data would provide useful information regarding the teaching skills that are necessary for effective learning in the changed climate of higher education. It would therefore contribute to quality initiatives in the researcher's organisation and have relevance to other South African institutions facing the same challenges in higher education.

1.5.1 Scope and Limitations of the Study

The study investigated the views of educators and learners at a formerly White technikon in KwaZulu Natal. It was thought that, given the imbalance in the racial ratio of educators to learners, any differences between staff and learner opinions regarding good teaching would call attention to gaps that existed between student and staff expectations of teaching quality and would therefore provide direction in transforming educational practice at the institution.

For the purposes of this study only the opinions of learners and educators were sought, as they are the individuals directly affected by appointment and promotion decisions.

Another limitation lies in the introduction of outcomes-based education (O.B.E.) as a national education initiative. If educational organisations, catering for the General Education and Training (G.E.T.) and Further Education and Training (F.E.T.) are to be successful in achieving the outcomes proposed by national education policy, learners in higher education from 2006 onwards will have very different expectations of educators (Department of Education 1997). It is important to note that such changes in the national education context may have a profound effect on the content of a Student Evaluation of Teaching (S.E.T.) instrument. In this research, the process followed may be more valuable and enduring than the actual instrument developed. This idea will be developed in more detail in chapter 4.

1.6 DEFINITION OF TERMS

For the purposes of this research:

Appraisal is the process of carefully considering the skills and competences of individuals in order to manage and develop staff.

Assessment is the measurement of a process or person against predefined criteria.

Constructivism is a view of education that assumes that learning is an active process in which the learner's conceptions of the world interact with the experience of peers and teachers. Active engagement with subject matter results in re-conceptions called "learning". Therefore learning is the learner's process of applying and modifying ideas and teaching is the process of facilitating process of active engagement. Acquisition of information is the joint

responsibility of facilitator and learner (Woolfolk 1995).

Effective teaching/ good teaching is defined as the ability to create conditions that would facilitate effective learning. This definition removes the bias of the researcher defining effective learning and thus possibly influencing the opinions of both educators and learners.

Evaluation is the process of arriving at an opinion of the worth of a subject by analysing observed behaviour.

Formative assessment is any evaluation that an educator seeks for his or her own self-improvement, which also includes informal discussions with others. In this case the predefined criteria are those of the educator.

Student Evaluation of Teaching (S.E.T.) is the process of gathering learners' opinions of the value of the educator's actions in facilitating their learning.

Summative assessment is any evaluation that will inform a formal decision about an educator's competence or merit, such as a decision to appoint after probation or a decision to promote the individual above other candidates. In this case the predefined criteria are those representing institutional values.

Supervision Approach is an approach to education that could be considered a mid-point between the learner-centred Transmission and the educator-centred Constructivist approaches to education. The educator is both a subject specialist and an authority on teaching techniques and methods for overcoming difficulties learners may encounter with subject matter. It is the educator's job to provide appropriate activities, which will allow the learner to acquire the relevant information (Ramsden 1992:111-117).

Transmission Approach to education is educator-centred and rests on an

educator's subject expertise. It is his/her responsibility to communicate subject knowledge clearly.

1.7 ORGANISATION OF THE STUDY

This Chapter provided the background to this study by explaining why a new instrument for student evaluation of teaching was needed at a technikon. The reasons for this conclusion are likely to apply to other tertiary institutions that find themselves in a similar position. Chapter 2 will review the literature regarding student evaluation of teaching, describing how the initial pilot instrument was devised. Chapter 3 will describe how the instrument was tested and refined as a result of the opinions of students and staff. The implications of the findings for summative assessment and the management of teaching quality will be dealt with in Chapter 4.

1.8 SUMMARY

This study aimed to develop a S.E.T. instrument reflecting learners' opinions of effective teaching that could be used to assist management in making personnel decisions about appointment and promotion,. The content of student evaluations, or the criteria for judging teaching quality, is likely to change as the context of South African higher education and the specific demands on institutions change. The context of a specific tertiary institution and the reasons for the study and its structure were described. Substantive and procedural fairness in labour practice, as well as conformity to the spirit of national and international policy will be achieved through this approach.

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CHAPTER 2

REVIEW OF THE LITERATURE ON STUDENT EVALUATION OF TEACHING

2.1 INTRODUCTION

The most widely used mechanism for assessing the quality of teaching internationally is student evaluation of educator's performance (Marchese 1997). *Performance* is used rather than the terms *competence* or *effectiveness* (Dunkin 1997:39). *Educator competence* generally means possession of teaching competencies such as the ability to use a variety of methodologies, for example, the ability to facilitate a group discussion. Learners, without a background in education, cannot appraise these abilities with authority. *Educator effectiveness* refers to the extent to which an educator achieves educational goals. Again, without clarity on the aims of a given course, the average learner is not in a position to comment. *Educator performance*, evaluated by learners as experts in being taught (Cox 1994:109), refers to the way that an educator behaves in the process of teaching.

Student Evaluations of Teaching (S.E.T.) has been researched for over fifty years, has been the subject of over two thousand journal articles and has been found to provide valid and useful information for both educators and administrators (McKeachie and Kaplan 1996). However, as this Chapter will show, learners are rarely considered when S.E.T. instruments are devised. This raises the question as to the authenticity of "learner feedback" when it does not represent the teaching behaviours that learners value.

This Chapter provides a review of the literature that informed the development of the pilot instrument, which was used to survey learners' opinion on which educator actions helped them to learn.

2.2 THE PURPOSES OF S.E.T.

S.E.T. are the recorded judgements of a group of learners, about the quality of teaching they experience. The gathering of learner opinion always aims at the improvement of teaching quality but has two distinct purposes, formative and summative, which approach the issue of quality from two different directions (Marsh 1984).

Formative S.E.T. is any evaluation including informal discussions that an educator seeks from learners for his or her own self-improvement (Moses 1986). This may take the form of, for example, gathering learner opinion about the way a certain part of a course was taught, to find out if it was effective, and so representing the educator's personal commitment to quality.

Summative S.E.T. is an assessment by learners, required by institutional policy, to inform a decision about an educator's merit (Moses 1988), in relation to peers (in the case of promotion decisions) or in relation to an institutional quality standard (in the case of appointment decisions). It represents an institution's intention to maintain or even surpass a quality standard.

2.3 THE STAKEHOLDERS: EDUCATORS

In order to facilitate comparisons a summative S.E.T. instrument must be relevant to all teaching and learning fields and contexts and must be free of in-built biases against certain groups in the population of academics (Seldin 1980). Because a negative performance assessment could lead to an educator's dismissal or a failure to advance in his or her career, the content of S.E.T. should be the elements of the teaching and learning process that are under his or her direct control. For instance, it would be legally unfair to penalise an educator for not using a variety of audiovisual techniques when the audiovisual equipment does not exist.

While it is unlikely that one unfair item on a evaluation instrument, surveying one group in a "360° performance evaluation" would be grounds for dismissal, it is important that each item in the instrument is individually substantively and procedurally fair to prevent an accumulation of bias. As key stakeholders in the S.E.T. process, educators have to be consulted on what aspects of teaching performance are within their control.

Summative S.E.T. must "reliably and validly sort those candidates who are adequately prepared for responsible, independent practice from those who are not" (Dunkin 1997:9). This is in clear contrast to the informality of formative S.E.T., which can be shaped around educators' specific interests and concerns, providing the autonomy of practice required for academic freedom (Haskell 1997).

2.4 THE STAKEHOLDERS: LEARNERS' INVOLVEMENT IN CONSTRUCTING S.E.T.

Supposedly learners are able to say what lecturer behaviours encourage them to learn (Freilich 1983). For this reason rating scales and observational schedules of in-class activity are the instruments used for assessing educator performance (Dunkin 1997). It is therefore fair to ask learners to define the criteria for the instrument, which will produce data representing their opinion.

S.E.T. rating instruments are constructed in two ways: A literary approach in which literature is reviewed and appropriate items are selected and reviewed by a panel of teaching experts (Marsh & Roche 1992a), or a committee of staff developers and educators (identified by peers as effective), generate the items (Saunders & Saunders 1993). Neither approach uses learners as the originators of items for educator evaluation. These methods are used in order to ensure construct validity or that the summative S.E.T. instrument will generate data that will enable the future teaching performance of an educator to be predicted - a desirable outcome for administrators (Marsh & Roche 1992a). However, both practices compromise the criterion validity of the instrument as a way of recording the students' voice in democratic education. These standard approaches assume that learners are incapable of identifying the characteristics of a consistently good educator as opposed to one who is merely entertaining (Browne et al 1997). Neither the literary not the committee approach consults students on what educator behaviours they find valuable.

2.4.1 Criterion Validity

Criterion validity has been the bone of contention in S.E.T. research almost since its origin in the 60's following the rise of student power. Most S.E.T. instruments have claimed criterion validity through correlating learner ratings of educators, with measures of learner achievement (such as examination results) with mixed success (Benton 1982). One reason may be that these studies confused educator performance, on which learners can clearly comment, with teacher effectiveness, which relates to a short-term measure of learning as demonstrated in examination performance. As every learner knows, examination performance does not necessarily mean that that there has been long-term retention of information. True learning is represented by learners' ability to go on building on their knowledge without the presence of the educator (Peters 1977). In other words the outcome of an effective learning process is more than the sum of the teaching objectives achieved during a formal academic year.

Moreover, in their attempts to remain objective, S.E.T. researchers have ignored the truth that any evaluation is an opinion, regardless of how statistics are manipulated. An educational administrator seeks students' opinion on the effectiveness of teaching performance, from their unique position as learners experiencing continuous classroom interaction with the educator.

From the reasons outlined above, it follows that to be valid an instrument should contain items that *learners* feel contribute to effective learning.

The danger of both the literary (reference to research literature) and the committee (the opinions of expert educators) approaches is that instrument constructors do not take their own implicit theories of learning into account. Those deemed experts (whether researchers or educators) achieve this status within a specific discourse (Webb 1996, Marchese 1997). To consult only their opinions may result in a skewed instrument that ensures that the dominant educational culture prevails. For example, where experts value good oration techniques favouring the lecture as a teaching methodology, the needs of the second language English speaker may be overlooked.

In instances where learners have been consulted the consultation often occurs 'after the fact'. A Croatian study highlights the dangers of not consulting learners in the first stages of constructing a S.E.T. instrument. The starting point for the study was a list of 15 educator behaviours selected by identified teaching experts from the literature (Lediç & Horç-Böliç, 1998). Staff and learners agreed that ten factors constituted 'ideal' teaching but they disagreed radically on the extent to which educators at the university practised these behaviours. It would appear that staff and learners differed in their understanding of the items. A S.E.T. instrument can only produce a fair summation of learner opinion of educator performance if it asks the learners the questions they want to answer and if staff, to be assessed, and learners have a similar understanding of the criteria.

2.4.2 Content Validity of S.E.T.

Content validity refers to the degree to which a S.E.T. instrument actually measures teaching (Kerlinger 1986). When both other measurements and other evaluators agree with a S.E.T. instrument, the case for content validity is strengthened. Other evaluators could be the educators themselves, their peers, administrators or trained external evaluators. Including these other evaluators, as an alternative to S.E.T., is appealing because many educators fear that learners are inadequately qualified to make effective judgements (Browne et al 1997). The fear is that students will negatively evaluate educators who are strict and demanding (Haskell 1997).

The 'grading leniency effect' refers to the belief that educators who give good grades are evaluated more favourably than those who do not. It is often called a biasing factor in the literature on S.E.T. and is often identified when a strong correlation is found between S.E.T. ratings and learner scores on courses.

In 1972, Rodin and Rodin (Marsh 1984:743) showed that learners apparently learned the least from highly rated educators, because students working with highly rated educators achieved the lowest marks on the course assessments. This study is discounted because the evaluation of teaching that was gathered was of a group of teaching assistants who provided supplementary instruction to learners in need of help and not the educator doing the bulk of the teaching. The measure of achievement used was a series of exams that learners could repeat up to six times. Students were asked to answer one question about the

teaching assistant's performance, "What grade would you assign to his total teaching performance?" (Benton 1982:12). The grade expressed as a letter from A to F was translated into a score (A=4 to F=0). The problems of assigning ratio values to categorical data are well documented (Kerlinger 1986), as is the futility of reducing teaching to a single dimension (Elton 1998). It is very likely that learners resented teaching assistants who forced them to repeat the exam and therefore rated the teaching assistants poorly.

The irony is that an instrument that truly assesses the educator's contribution to effective learning should *always* show the so-called 'grading leniency' effect. Good educators should show teaching effectiveness through their learners achieving good results as well as good ratings on teaching performance. Researchers have solved the problem of whether grading leniency was a bias, by comparing learners' ratings of the same educators, in a controlled study. One group of learners received their end of course marks prior to evaluating the each educator and another did not. The study found that educators achieved similar ratings of their teaching from both groups of learners and so showed that the 'bias' did not actually exist (Marsh 1984:740).

A second bias is called the "Dr Fox effect" after a study that apparently demonstrates that enthusiastic and entertaining presenters will receive high ratings of their teaching, even though the content is worthless. In the study an enthusiastic professional actor lectured on content specifically designed to have little educational value, and was given favourable evaluations of his teaching

performance. Again the research methodology is flawed. The study had no control group, the audience was not familiar with the subject, the fifteen-minute lecture could not be assumed comparable with a full course and "a poor rating instrument" was used (Marsh 1984:743).

A recent edition of *Change* shows the prevalence of the belief that enthusiasm confounds the value of student evaluations, dedicating the entire issue to a study that apparently shows that when the educator became more enthusiastic the ratings of the course textbook increased even though the text was the same as had been used in previous courses (Williams & Ceci 1997). The study has similar flaws to those of the Dr Fox research. In both cases there was no control group and the rating instrument was not validated. In neither case was the audience qualified to comment on the content of the lecture and the instrument did not measure what it claimed to measure. The question "How would you rate the textbook?" asked for a response on a one to five point scale. Predictably an average response was received. Granted it *was* a higher average (2.98 as compared to 2.06) than it had been before the educator showed more enthusiasm, but it is not relevant to a rating of the *educator's* performance in encouraging effective learning. The halo effect (resulting from the educator's enthusiasm) is more likely to affect learners' ratings if the questions are not meaningful enough for them to have an opinion on them (Ramsden 1998). Rather than showing bias both the Dr Fox and the Williams and Ceci study show that drama and enthusiasm are effective educational tools (Seldin 1980).

To strengthen the case for S.E.T., evaluations of a given educator by learners have been shown to correlate significantly with comparable ratings by alumni (Seldin 1980), colleagues (Wagenaar 1995) and trained classroom observers (Murray 1997). Research, comparing learner evaluations and educator self-evaluation, shows a range of weak to strong correlation, dependent on the size of the study (Marsh 1984). Smaller studies predictably have weaker correlations because it is statistically predictable that a sample's characteristics represent more closely the population, from which the sample is drawn, as the size of the sample increases.

The gap between learner evaluation and educator self-evaluation on the same instrument, where educators rated themselves more highly than did the learners, was shown to be a powerful motivator to enhance teaching effectiveness (Marsh & Roche 1992b). This study stresses the importance of shared meanings in student evaluations, showing that educators, using the same instrument as learners, take the ratings seriously enough to change their teaching behaviour. It demonstrates that where learners and other assessors agree on criteria for effective teaching, S.E.T. is likely to be valid. "There are many possible indicators of effective teaching... the component that is most valid will depend on the criteria being considered" (Marsh 1984:710)

2.4.3 The Problem of Assumptions

The researcher was faced with the task of finding a way for learners to describe the essential things that educators do to help them learn. A variety of

instruments were considered as starting points. Each categorised a selection of educator behaviours into 'factors' (Marsh & Roche 1992a). Each used different labels for these factors depending on the instrument's underlying theory of teaching and learning. Some researchers suggest that the many labels actually refer to the same things e.g. 'Course Organisation' is the same as 'Course Planning' and 'Course Clarity' (Benton 1982, Marsh 1984, Watkins & Thomas 1991). Marsh's S.E.E.Q. (Student Evaluations of Educational Quality) for example is made up of 9 factors 'Breadth of Coverage', 'Organisation', 'Individual Rapport', 'Group Interaction', 'Workload/Difficulty', 'Examinations/Grading', 'Learning/Value', 'Instructor Enthusiasm' and 'Assignments/Readings' (1984:771). These labels clearly represent an educator-centred view of effective learning in which the educator controls the access to the information through determining the coverage of the material and its organisation (Woolfolk 1995).

Frey's Endeavour instrument (Marsh 1984) contains 7 factors: 'Presentation Clarity', 'Organisation/Planning', 'Grading' 'Personal Attention', 'Class Discussion', 'Workload', and 'Student Accomplishments'. The latter two factors, particularly, suggest a slightly less educator-centred theory of learning in that they appear to include the learners' point of view. This might be termed the Supervision theory of learning (Ramsden 1992). Marsh's study shows that regardless of the labels, factor analysis and the Multitrait-Multimethod Matrix method (M.T.M.M.) of Multiple Regression, S.E.E.Q and Endeavour were all measuring the same thing.

Constructivist educators, holding a learner-centred view of effective teaching, suggest that learner evaluations should ask for feedback on the following factors: 'Open-mindedness', 'Responsibility', 'Imagination', 'Communication', 'Research' and 'Analytical Skills' (Ashcroft & Foreman-Peck 1995). There does not appear to be any research that has assessed the degree of overlap between Transmission/Supervision instruments and Constructivist ones.

The researcher was unwilling to assume that only one set of factors represented the definitive starting point for generating items for a S.E.T. instrument. To do so would be to pre-empt the learners' theory of effective learning.

2.4.4 Goodness of Fit

For the purposes of this study, 'good teaching' was defined as educator actions that contribute to effective learning according to *the learners'* definition of effectiveness. "The effectiveness of teaching depends on its meaningfulness to the learner" (Jarvis 1982:88).

Beliefs about effective learning are likely to be a product of learners' previous experience of what has worked for them as learners and how they have been socialised to perceive educational success i.e. whether they have self-generated or intrinsic definitions of success or whether their perception of success depends on an external 'mark' provided by an authority figure. The

researcher expected to find that both learners and educators would favour Transmission style criteria for effectiveness, because of South Africa's history of educator-centred education (Deacon & Parker 1996), coupled with a cultural respect for elders, which is characteristic of KwaZulu-Natal's communities. This is not to suggest that one is more correct than another, but that it is important to achieve "goodness-of-fit" between a performance evaluation system and the expectations of stakeholders (Koopman 1991).

Marsh and Roche point out the problems of assuming that instruments for S.E.T. designed in other contexts, mainly the United States and the United Kingdom, will be applicable to all other countries and situations. Researching the applicability of 'foreign' (American) instruments in Australian universities and Technical and Further Education (T.A.F.E.), they find that the measures are more appropriate to universities than to T.A.F.E. institutions, probably because of the difference in academic climate between universities and institutions for higher vocational education (1992a: 1).

An Indian study using S.E.E.Q. and Endeavour finds that there is a "much stronger than expected factor covering items from supposedly different aspects of teaching performance" (Watkins & Thomas 1991:195). The researchers suggest that Indian students have a much more global perspective of teaching effectiveness than do Western students, who tend to make finer distinctions between effective teacher behaviours. Two factors, that in S.E.E.Q. and Endeavour were thought to measure teaching skill and enthusiasm, show a

greater overlap in a Nigerian study than they do in Western studies (Watkins & Akande 1992). The implication is that in Nigeria, teacher enthusiasm is seen as more closely intertwined with teaching skills than in either the U.S.A. or Australia. These findings suggest that students' perceptions of effective teaching differ as a result of both national and organisational culture.

South African educational institutions, with their history of apartheid, racial imbalances, their mix of rural and urban clients and high and low technological foci, must seek a description of effective teaching that is valid for their own contexts. The "goodness-of–fit" principle suggests that criteria representing all three views of effective learning, that is the Transmission, Supervision or Constructivist classifications, should have had an equal chance of selection by the learners involved in this study. This was logistically impossible given its time frame.

2.4.5 An A Priori Approach to Designing S.E.T.

The danger of anticipating the learners' point of view and the lack of shared meanings between educators and learners was avoided in this study by asking a volunteer group of 17 staff members and 17 learners from a technikon to determine the most important categories of teacher behaviour from a list of 61 categories, derived from a number of instruments (Addendum C page 96). The group selected 11 labels, which they felt represented the most important aspects of teaching. Using the labels as starting points (Question 1 of Addendum D page 100), they brainstormed a list of 124 teacher behaviours that

were essential for learning, applied to all year groups and fields of study, were free of bias and were observable by learners (Brown, Race & Smith, 1997: 88-95). The group further refined the list by double-checking that the criteria for inclusion were met, were clearly stated and suitable for use in making a promotion decision (Addendum E page 106). In the discussion process (which took place over a six week period) they discovered that 4 of the labels and several of the behaviours were duplicates of others and so merged or eliminated them. The final list consisted of 7 categories: Communication Skills, Integration of Work, Preparation of Teaching and Learning Events, Responsiveness, Interpersonal Skills, Feedback and Professional Attitude, with five behaviours each.

In order to simultaneously verify that the 35 behaviours identified were important to both educators and learners and to test the format of the rating instrument, the refined list was adapted to a survey questionnaire (Addendum F page 110), constructed around the seven factors. Each observable behaviour was attached to a question prefix, "How important is..." , to minimise reader fatigue (Brown, Race & Smith, 1997). 4 response options were offered: 'Not at all', 'Important', 'Absolutely Essential' and a Query (?). The last option was included to avoid the situation in which a respondent, who was not clear on an item, took the middle option thus disguising an undecided answer.

2.5 CONCLUSION

Some researchers suggest that learners are incapable of making a fair evaluation of teaching because they value educator characteristics such as rapport and flexibility which have little to do with educational effectiveness (Browne et al 1997). The argument for educator control in the selection of items for a summative S.E.T. instrument is answered by the fact that learners' experience of learning is what is at issue. "The wrong kind of assessment - as perceived by staff and students - results in an attitude of compliance and this path leads quickly to dissatisfaction and mediocre performance" (Ramsden 1998:195). The right kind of assessment should be arrived at through involving both learners and educators in identifying effective teaching behaviour.

2.6 SUMMARY

This Chapter has shown that a large body of research attests to the validity of summative S.E.T. However, student evaluations are subjective assessments. They call for opinion on teaching that can only be given from the individual learner's experience. When enough learner opinions have been gathered, it should be possible to see a pattern of effective educator performance, which can contribute to administrative decisions about appointment and promotion. The value of the pattern depends entirely on the validity of the questions that learners are asked.

It was shown that the content of the S.E.T. instrument should represent the issues the learners want to comment on, as well as the issues on which

educators are prepared to accept feedback from learners. These issues appear to vary from country to country and institution to institution.

Two traditional methods for the design of S.E.T. were questioned and an alternative, a priori, method of ensuring content and construct validity was adopted. Negotiating the meaning of the criteria to be included in the instrument required the researcher to consult extensively with a group of staff and learners, in order to produce a pilot instrument which was morally and procedurally fair.

Chapter 3 will describe how the pilot was administered and refined and Chapter 4 will explore the similarities and differences between the new instrument and the literature reviewed here, before discussing the implications for further research.

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CHAPTER 3

RESEARCH METHOD

3.1 INTRODUCTION

Chapter 1 established the right of learners as stakeholders in their education to evaluate teaching. Chapter 2 reviewed literature related to Student Evaluations of Teaching showing that the key to validity is the learners' ability to comment on their own perceptions of what is effective teaching. Both chapters noted that the process of establishing what learners believe, is probably more valuable than the actual content of the instrument, particularly given the changing context of education in South Africa. This Chapter will describe the procedure that was used to refine the summative S.E.T. pilot instrument.

The details of questionnaire administration and the treatment of the data provided in this Chapter, will show that the philosophy of listening to the learner voice underpinned the process of developing an instrument to aid summative assessment of teaching staff for appointment and promotion.

3.2 GENERAL PROCEDURE

3.2.1 Definition

Educator behaviour that creates opportunities for learners to learn effectively is good teaching (Chapter 2).

3.2.2 Objectives and Process

The researcher had three objectives:

Objective 1 was to obtain information from educators and learners about their perceptions of what constituted effective teaching.

Using a literature review, the researcher gathered information regarding what teaching behaviour was considered indicative of good teaching in Britain, Australia and the United States. Chapter 2 describes how this information was used to frame a questionnaire of categories of effective educator behaviour which provided the starting point for the group of learners and staff who generated and refined the pilot questionnaire.

Objective 2 was to compare the data to determine the extent of learner and staff agreement.

The pilot instrument inquiring into the relative importance of these behaviours to staff and learners was administered to a new group consisting of a random sample of 30 staff and 72 learners. This process aimed to confirm the validity of the criteria shaped by the volunteer group (Chapter 2).

Objective 3 was to create a rating instrument indicative of learner and staff agreement that would therefore be appropriate for use in summative assessment of staff.

The data derived from the random sample was collated and analysed to determine the extent to which learners and staff agreed on the criteria of teaching effectiveness.

3.3 QUESTIONNAIRE CONSTRUCTION

In order to verify that the thirty-five behaviours identified were indeed important to both staff and learners, the refined list of educator behaviours described in Chapter 2 was converted into a questionnaire. Staff and learners were asked to indicate the relative importance of each of the 35 behaviours.

The thirty-five identified educator behaviours were adapted and attached to the question prefix, "How important is... or How important is it that...", to minimise reader fatigue in a fairly lengthy questionnaire (Brown et al 1997).

An additional five items of logistical information were added. Both staff and learners were requested to indicate their faculty, department and gender. This was done to assess whether there was any relationship between these characteristics and the behaviours identified as important by the respondents. Learners were further asked to indicate their age and year of study. Educators were asked to indicate the year level and class size of courses they taught. This information was requested to investigate the possible influence of gender, class size and level of study on the results (Seldin 1980).

3.4 QUESTIONNAIRE ADMINISTRATION AND SAMPLING

The faculties of Commerce and Engineering were chosen as a focus for this research, on the grounds that teachers of Commerce subjects such as Economics, Business Economics and Law would have similar educational concerns to those in the humanities subjects e.g. the teaching of linguistic and academic literacy. Teaching in Commerce, as in Arts, occurs mainly in standard classrooms. Engineering was selected as representing educator skills in the teaching of the sciences and applied problem solving. In this Faculty, teaching occurs mostly in specialised laboratories and workshops.

Ninety-four learner questionnaires were administered by the researcher in four different classes of learners, representing three levels of study in Engineering and Commerce.

Administration was standardised in the sense that questionnaires were administered in the learners' regular classrooms and introduced by a standard administration monologue. Responses were anonymous.

A systematic (responses were numbered and every third response selected) and stratified (36 Commerce and 36 Engineering) sample of 72 learner responses was selected (Kerlinger 1986:120). The sample represented approximately 2% of all the students in Commerce and Engineering.

Although the sample was small, the views of learners from three levels of study (first, second and third year being the years in which contact time is most intense) were represented.

One hundred staff questionnaires were administered via internal mail. Staff who had been involved in the volunteer group's work (Chapter 2), were not surveyed to ensure that the data gathered was not biased. Questionnaires, to be completed anonymously, were directed to fifty randomly selected staff in the Faculty of Commerce (with a teaching complement of 104 lecturers) and fifty staff in the Faculty of Engineering (with a teaching complement of 81). Educators were selected randomly by selecting every second name in the institution's internal directory.

Thirty-five staff responses were received, 22 from Engineering and 13 from Commerce. In order to ensure fairness to both faculties with regard to the weight of views, only thirteen of the Engineering responses were used.

3.5 TREATMENT OF THE DATA

Respondents were offered the choice of four responses:

1. *Not important at all.*
2. *Important.*
3. *Absolutely essential.*
4. And a *Query* or *(?)* for items that were unclear.

In this way the researcher aimed to eliminate educator behaviours that were considered unimportant and those that might be ambiguous or unclear to a significant number of respondents.

3.6 CODING OF DATA

Response codes for items 1 to 35:

Not important at all (1); Important (2); Essential (3).

Group codes:

Learners (1) Staff (2).

Faculty codes: Item 36:

Commerce (1), Engineering (2).

Department codes :Item 37:

Accounting (1), Electronic Engineering (2), Civil Engineering (3), Electrical Engineering (4), Mechanical Engineering (5), Architecture (6), Mathematics (7), Maritime Studies (8).

Year of study (Learners) Item 38:

First year (1), Second year (2), Third (3).

Highest level taught (Staff) Item 38:

First year (1), Second year (2), Third year (3), B Tech (4).

Gender: Item 39:

Male (1), Female (2).

Age: (Learners) Item 40:

Up to 20 years of age (1), 20 to 24 years of age (2), Over 25 years of age (3).

Size of group (Staff) Item 40:

Fewer than 49 (1),50 to 100 (2), More than 100 (3).

3.7 STATISTICAL PROCEDURES

Descriptive statistics were derived indicating the frequencies of responses. From this data one variable was identified which represented the largest learner response in the 'essential' category. Learner responses were considered as the most important focus, as the instrument to be constructed would provide a tool for learner feedback. Staff opinion was considered less important in the initial analysis, although it provided a yardstick for learner perceptions and staff agreement was vital in constructing a substantively fair assessment instrument.

The data derived from the questionnaire was categorical and therefore non-parametric tests were in order. A Chi Square test for independence (Howell 1999) was used to identify which educator behaviours the learners felt were essential. Chi Square tests generally test whether there is a statistically significant discrepancy between the actual (observed) distribution of responses or ratings among the categories and the theoretical (or expected) distribution that chance might produce (Kerlinger 1986:153).

The Chi Square tested all variables to determine whether the pattern of responses followed chance or whether it followed the behaviour of a key variable. The null hypothesis was that the responses received would conform to chance expectations i.e. that none of the remaining 34 educator behaviours would be associated with the highest-ranking learner response (Howell 1999).

'Audibility', expressed by the item "The educator talks clearly and audibly" (deemed *essential* by 77.8% of learners), was identified as the 'key variable' against which all other variables were tested. In this way educator behaviours showing responses that conformed to chance expectations were eliminated and only those identified as significantly associated were retained.

The null hypothesis suggested that there was no association between any of the variables as would be the case if the probability of independence was greater than the level of significance selected (P >0,05). If the probability of independence was less than 0,05 (P<0,05) then the variable was significantly associated with the key variable and therefore classified important.

The Mann-Whitney U test was used to compare learners and educators with regard to important categorical variables measured in ordinal scales. The two-sample unpaired test would have been used had the variables been continuous. In this test the level of significance was set at 0,05. If P <0,05 a significant difference between staff and learners on the variable being observed was indicated. When P > 0,05 then learners and staff held similar views.

3.8 RULES FOR INCLUSION/EXCLUSION OF EDUCATOR BEHAVIOURS IN A SUMMATIVE S.E.T. INSTRUMENT

Three rules were set to guide inclusion or exclusion of items from the final instrument. The first rule was that educator behaviour was considered significantly essential if 50% or more of the learners sampled responded

positively to an item. From this the researcher would be able to distinguish what learners deemed competent teaching. The second rule was that learner and staff agreement with educator behaviours identified through the first rule was put through the Mann-Whitney U test. The intersection of learner and staff opinion derived from the Chi Square test of association and the Mann-Whitney U test provided the only acceptable variables for summative assessment. This was critical in order to satisfy the need for agreement on appraisal criteria following labour legislation (Chapter 1). When items related to effective learning, were approved by both learners and staff they would be included in the learner evaluation instrument to be used for summative purposes (Figure 3.1), if they complied with one further rule.

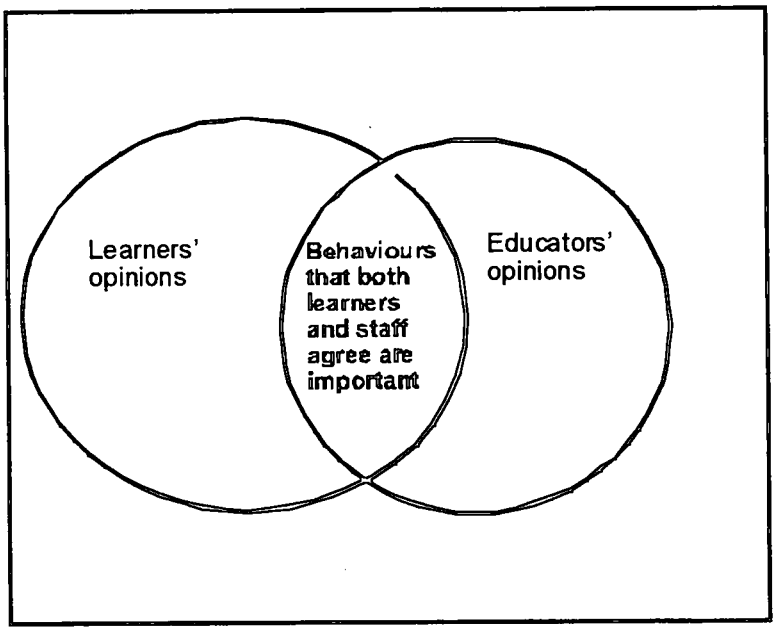

Figure 3.1: Intersection of staff and learner opinion

The third rule for inclusion or exclusion of specific educator behaviours from the instrument, was that should more than 10% of either the learners or the staff respondents query an item, it would be excluded, because this result implies that sufficient common understanding of the item did not exist. (See discussion of participant meanings in Chapter 2 page 23).

3.9 THE SAMPLE

Ninety-eight responses (72 learners and 26 staff) to a questionnaire survey were randomly selected. The learner sample consisted of 28 first year, 12 second year and 25 third year learners. The sample evenly represented the faculties of Commerce and Engineering with thirty-six learners from each. Thirty-six learners came from the department of Accounting, nine from Electronic Engineering, thirteen from Civil Engineering, five from Electrical Engineering and nine from Mechanical Engineering. Of the 72 learners only 66 learners indicated their gender — 45 males and 21 females. 20 learners were 20 years of age or younger, 39 were between the ages of 20 and 24 and six were above 25 years old. Seven learners did not indicate their age.

The staff sample consisted of 13 staff members from each of the faculties of Engineering and Commerce. They represented a range of departments with 13 staff members from the department of Accounting, 4 each from Electronic and Civil Engineering, 2 from Mechanical Engineering and one each from Electrical Engineering, Mechanical Engineering, Architecture, Maritime Studies and Architecture. 11 staff members taught only first year learners while 2 taught up

to second year, 3 to third year and 8 taught up to B. Tech level. Data was missing for two of the respondents. Twenty-three staff indicated the average size of the groups they taught — 14 staff members taught less than 49 learners, 5 educators taught between 50 and 100 learners and 4 taught more than 100 learners in a group.

3.10 VARIABLES

Respondents were asked to indicate their opinion of how important each of thirty-five educator behaviours were in creating opportunities for effective learning (Addendum E page 106).

Four response options were available to the respondents: *Essential, Important, Not important at all* or a *Query (?)*. The frequencies of response for each response mode on each of the variables (Table 3.1) showed the extent to which learners expressed the full range of options, whereas staff responses tended to fall into the *important* and *essential* categories. However, the frequency data can only be considered if it can be shown that learners did not respond randomly to each item on the questionnaire.

Table 3.1. Summary of frequencies of staff and learner responses on all variables

		Learners % responses n = 72				Staff % responses n = 26			
		Not Imp.	Imp.	Ess.	?	Not imp.	Imp.	Ess.	?
1	The lecturer organises and prepares for learning periods		34.7	65.3			46.2	53.8	
2	The lecturer uses student questions and answers to help in everyone's learning	2.8	45.8	51.4		3.8	23.1	73.1	
3	The subject content is relevant		40.3	52.8	6.9		34.6	65.4	
4	The course is well-structured	1.4	44.4	54.2			11.5	84.6	3.8
5	The lecturer is able to listen carefully to students' questions	1.4	33.3	65.3			26.9	73.1	
6	The lecturer is able to talk clearly and audibly	2.8	19.4	77.8			26.9	73.1	
7	The lecturer structures learning periods to assist understanding	2.8	37.5	58.3	1.4		11.5	88.5	
8	The lecturers' visual aids are clear and easy to read	6.9	45.8	44.4	2.8		19.2	76.9	3.8
9	The lecturer is able to explain why they are teaching something	11.1	41.7	43.1	4.2		30.8	69.2	
10	The lecturer makes time to be available for students	4.2	34.7	58.3	2.8		34.6	65.4	
11	Lecturers are enthusiastic about their subject	1.4	43.1	55.6			50	50	
12	Lecturers respond to requests for assistance	2.8	37.5	58.3	1.4		46.2	53.8	
13	Lecturers are concerned for individual student's progress and needs	13.9	38.9	40.3	6.9		53.8	46.2	
14	Lecturers are aware of students' goals	18.1	43.1	33.3	5.6	11.5	65.4	23.1	
15	Your lecturer responds to all student queries in a constructive way	1.4	40.3	52.8	5.6	11.5	38.5	38.5	11.5
16	Lecturers use a variety of instructional techniques	1.4	54.2	41.7	2.8		65.4	34.6	
17	The lecturer tells you what you will be able to do by the end of the course	6.9	36.1	54.2	2.8	3.8	61.5	34.6	
18	The lecturer connects theory with what happens in the working world	4.2	29.2	63.9	2.8		38.5	57.7	3.8
19	The lecturer encourages students to discuss and solve problems together	13.9	40.3	41.7	4.2		57.7	42.3	
20	Lecturers set relevant assignments and readings	2.8	51.4	44.4	1.4	3.8	61.5	34.6	
21	The lecturer is able to control a class by giving clear instructions	6.9	38.9	50	4.2		46.2	53.8	
22	The lecturers choose teaching and learning methods that relate to the subject	1.4	30.6	68.1			23.1	76.9	
23	Lecturers encourage students to be independent	9.7	50	34.7	5.6		46.2	53.8	
24	Lecturers use methods of assessment that help students to learn the material	4.2	43.1	48.6	4.2	3.8	57.7	38.5	
25	Lecturers demonstrate respect for students by treating them as adults	11.1	31.9	54.2	2.8		42.3	57.7	
26	Lecturers manage the time allocated for the course	2.8	26.4	63.9	6.9	3.8	34.6	57.7	3.8
27	Lecturers give students the opportunity to ask questions	2.8	45.8	50	1.4		50	50	
28	The lecturer's materials are clear and easy to follow	1.4	38.9	58.3	1.4		30.8	69.2	
29	The lecturer teaches students how to use theory to solve problems	2.8	41.7	51.4	4.2		38.5	57.7	3.8
30	Lecturers write constructive comments on tests and assignments	13.9	37.5	44.4	4.2	11.5	46.2	42.3	
31	The lecturer establishes class rules and applies them fairly	20.8	50	19.4	9.7	3.8	50	46.2	
32	The lecturer is able to motivate students	5.6	45.8	44.4	4.2	7.7	53.8	38.5	
33	The lecturer is aware and understanding of the demands of the whole curriculum on his/her students.	6.9	48.6	34.7	9.7	7.7	53.8	38.5	
34	The lecturer helps you develop problem-solving skills	4.2	40.3	51.4	2.8		46.2	53.8	
35	The lecturer is able to help you learn to learn	11.1	37.5	44.4	6.9	11.5	57.7	26.9	3.8

3.11 IDENTIFICATION OF SIGNIFICANT VARIABLES

The Chi Square test of association for non-parametric data was conducted to identify variables that were not independent of the most important variable in the learner sample. In this case 77.8% of learners responded that educator audibility (Item 6) was *essential*. Using SPSS software, thirty-four remaining educator behaviours and five control variables of faculty, department, gender, age and year of study were tested for association with this variable. If $p > 0,05$ then the association between the variable and the key variable audibility could have occurred by chance if learners had rated items at random. The null hypothesis suggests that there was no association between any of the variables. Chi square (Table 3.2) revealed that fifteen variables were associated with audibility at a level beyond chance. These were the variables that provided a valid focus of analysis.

The null hypothesis appeared to be confirmed with regard to the control variables faculty, department, year of study and gender. Of the control variables only learners' age emerged as a significantly non-random variable as could be expected in a higher education institution where the majority of learners begin their studies immediately after matriculation.

3.12 COMPARISON OF LEARNER AND STAFF RESPONSES

The next step was to discover the extent of the staff agreement on the significant variables derived from the learner data.

Table 3.2. The fifteen variables identified as significant using the Chi Square Test of Association

Variable	Chi square value	df	p
Lecturer is able to talk clearly and audibly	KEY VARIABLE		
Lecturer organises and prepares for learning periods	4.246	2	0.12
Lecturer uses student questions and answers to help in everyone's learning *	19.549	4	0.001
The subject content is relevant	1.576	4	0.813
The course is well-structured	4.305	4	0.366
The lecturer is able to listen carefully to students' questions *	37.718	4	0
Lecturer structures learning periods to assist understanding *	25.463	6	0
Lecturers' visual aids are clear and easy to read	7.743	6	0.258
The lecturer is able to explain why they are teaching something	8.37	6	0.212
The lecturer makes time to be available for students *	21.153	6	0.002
Lecturers are enthusiastic about their subject	2.986	4	0.56
Lecturers respond to requests for assistance *	22.378	6	0.001
Lecturers are concerned for individual student's progress and needs	3.065	6	0.801
Lecturers are aware of students' goals	9.897	6	0.129
Your lecturer responds to all student queries in a constructive way *	37.321	6	0
Lecturers use a variety of instructional techniques	4.484	6	0.612
The lecturer tells you what you will be able to do by the end of the course	3.066	6	0.801
The lecturer connects theory with what happens in the working world *	17.626	6	0.007
The lecturer encourages students to discuss and solve problems together *	19.133	6	0.004
Lecturers set relevant assignments and readings *	23.421	6	0.001
The lecturer is able to control a class by giving clear instructions *	32.854	6	0
The lecturers choose teaching and learning methods that relate to the subject	6.559	4	0.161
Lecturers encourage students to be independent	3.196	6	0.784
Lecturers use methods of assessment that help students to learn the material	1.634	6	0.95
Lecturers demonstrate respect for students by treating them as adults	6.086	6	0.414
Lecturers manage the time allocated for the course	2.254	6	0.895
Lecturers give students the opportunity to ask questions *	24.968	6	0
The lecturer's materials are clear and easy to follow *	41.158	6	0
The lecturer teaches students how to use theory to solve problems	7.569	6	0.271
Lecturers write constructive comments on tests and assignments	11,668	6	0.07
The lecturer establishes class rules and applies them fairly *	21.618	6	0.001
The lecturer is able to motivate students *	16.74	6	0.01
The lecturer is flexible	8.082	6	0.232
The lecturer helps you develop problem-solving skills	13.383	8	0.099
The lecturer is able to help you learn to learn	4.256	6	0.642
Faculty	0	2	1
Department	15.275	8	0.054
Year of Study	7.44	6	0.282
Gender	0.817	2	0.665
Age *	16.7	4	0.002

*Variables marked with an asterisk were identified as significant

3.12.1 Frequency of responses in identified variables

In order to derive a sense of the relative importance of each of the fifteen significant variables, frequency data related to them were ranked according to learners' *essential* responses, learners' *important* responses, staff *essential* responses and staff *important* responses (Table 3.3). It was necessary to use learner *essential* responses as the primary means of sorting the data, as the point of the research was to enable learners to express their opinion. The data sorting process revealed that 50% of learners felt that eleven of the educator variables were essential to effective learning at the institution in question. Fifty percent of staff agreed with this opinion on all but one of the variables, which was Item 15: *Your lecturer responds to all student queries in a constructive way,* was deemed *essential* and *important by* 38.5% of staff, while 11,5% queried it or considered it not important. This item was therefore not considered for the final instrument.

Item 27: *Lecturers give students the opportunity to ask questions* was considered to be almost as *important* as it was *essential* by learners, whereas staff were equally split in their opinion. In comparison Item 2: *The lecturer uses students' questions and answers to help in everyone's learning* was almost equally *important* and *essential* to learners. Staff ranked it the fourth most *essential* of the fifteen significant variables.

Table 3.3: Comparison of frequencies of responses on significant variables ranked per learners' *essential* responses showing agreement on the relative importance of fourteen educator behaviours

		LEARNERS					STAFF				
Nº	Variable	Not Imp.	Imp.	Ess.	?	Rank	Not Imp.	Imp.	Ess.	?	Rank
6	The lecturer is able to talk clearly and audibly	2.8	19.4	77.8		1		26.9	73.1		2
5	The lecturer is able to listen carefully to students' questions	1.4	33.3	65.3		2		26.9	73.1		3
18	The lecturer connects theory with what happens in the working world	4.2	29.2	63.9	2.8	3		38.5	57.7	3.8	7
28	The lecturer's materials are clear and easy to follow.	1.4	38.9	58.3	1.4	4		30.8	69.2		5
7	The lecturer structures learning periods to assist understanding	2.8	37.5	58.3	1.4	5		11.5	88.5		1
12	Lecturers respond to requests for assistance	2.8	37.5	58.3	1.4	6		46.2	53.8		8
10	The lecturer makes time available for students	4.2	34.7	58.3	2.8	7		34.6	65.4		6
15	Your lecturer responds to all student queries in a constructive way✕	1.4	40.3	52.8	5.6	8	11.5	38.5	38.5	11.5	13
2	The lecturer uses student questions and answers to help in everyone's learning	2.8	45.8	51.4		9	3.8	23.1	73.1		4
27	Lecturers give students the opportunity to ask questions	2.8	45.8	50	1.4	10		50	50		10
21	The lecturer is able to control a class by giving clear instructions	6.9	38.9	50	4.2	11		46.2	53.8		9
20	Lecturers set relevant assignments and readings	2.8	51.4	44.4	1.4	12	3.8	61.5	34.6		15
32	The lecturer is able to motivate students	5.6	45.8	44.4	4.2	13	7.7	53.8	38.5		14
19	The lecturer encourages students to discuss and solve problems together	13.9	40.3	41.7	4.2	14		57.7	42.3		12
31	The lecturer establishes class rules and applies them fairly	20.8	50	19.4	9.7	15	3.8	50	46.2		11

The double line indicates the cut-off in terms of the first rule for inclusion i.e. 50% of learners surveyed felt that the variables above the line were essential. The cross (✕) indicates the exclusion of the variable that was significantly queried by both learners and educators

Five variables showed a noteworthy number of queries for example, Item 31: *The lecturer establishes class rules and applies them fairly* was queried by 7 learners (9,7%); Item 15: *Your lecturer responds to all student queries in a constructive way* was queried by 4 learners (5,6%) and three staff members (11,5%). It is the only one of the eleven previously mentioned variables that less than fifty percent of staff felt was essential.

Four learners (4,2%) considered three variables unclear; for example, items 21: *The lecturer is able to control the class by giving clear instructions*, 32: *The lecturer is able to motivate students* and 19: *The lecturer encourages students to discuss and solve problems together.*

When responses on the identified variables were ranked (Table 3.3) learners and staff appeared to differ regarding the relative importance of variable 18: *The lecturer connects theory with what happens in the working world* (learner rank 3, staff rank 7); variable 7: *The lecturer structures learning periods to assist understanding* (learner rank 5, staff rank 1) and variable 2: *The lecturer uses student questions and answers to help in everyone's learning* (learner rank 9, staff rank 4). It was important to determine whether these differences were as significant as they appeared to be from the frequency data, because of the implications for construction of a S.E.T. instrument including variables on which staff and learners agreed.

3.12.2 Mann-Whitney test of differences in staff and learner rankings

The null hypothesis assumes that there is no statistically significant difference between staff and learner conceptions of effective educator behaviour. A test of probability evaluates the significance of any differences found in the ranks. The results (Table 3.4) showed that learners and staff were in agreement on all the variables except variable 7: *Lecturer structures learning periods to assist understanding*. This difference stemmed from staff ranking this item highest whereas learners ranked it fifth. It indicates that the primary concern of staff was making material understandable whereas learners' concerns related to receiving the information and connecting it to their future careers. The variable was considered important enough to both groups to warrant retaining it in the final instrument.

3.13 ANALYSIS USING THE FACTORIAL STRUCTURE OF THE QUESTIONNAIRE

As outlined in Chapter 2, the pilot instrument was constructed around seven factors. The final instrument consisted of five of the original factors postulated by the volunteer group, each represented by two educator behaviours.

None of the items related to the Feedback construct were identified as significant. Evidently learners did not feel able to comment on this aspect of teaching. A comparison of learner and staff rankings of the fifteen significant educator behaviours (Table 3.5.) showed that, although both learners and staff ranked most Communication Skills, Interpersonal Skills and Responsiveness

similarly, they differed with regard to the ranks allocated to Integration of Work and Course Planning and Organisation. One item of the two significant behaviours associated with Preparation of Teaching and Learning Events showed similar ranks while the other, *Structures learning periods to assist understanding*, did not.

Table 3.4: Results of Mann-Whitney U Test

Variable	Mann-Whitney U	z	p
Lecturer uses student questions and answers to help in everyone's learning	743.5	-1.788	0.074
The lecturer is able to listen carefully to students' questions	859.5	-0.756	0.45
Lecturer structures learning periods to assist understanding	675.5	-2.543	0.011
The lecturer makes time to be available for students	899.5	-0.341	0.733
Lecturers respond to requests for assistance	886	-0.464	0.642
Your lecturer responds to all student queries in a constructive way	856.5	-0.707	0.48
The lecturer connects theory with what happens in the working world	911	-0.236	0.814
The lecturer encourages students to discuss and solve problems together	910.5	-0.225	0.822
Lecturers set relevant assignments and readings	824	-1.028	0.304
The lecturer is able to control a class by giving clear instructions	930	-0.054	0.957
Lecturers give students the opportunity to ask questions	929.5	-0.06	0.953
The lecturer's materials are clear and easy to follow	852	-0.796	0.426
The lecturer establishes class rules and applies them fairly	739.5	-1.713	0.087
The lecturer is able to motivate students	821	-1.028	0.304

*The highlighted variable indicates the single variable on which staff and learners apparently disagreed

Table 3.5: Agreement of staff and learners on fourteen educator behaviours and showing the underlying factors of effective teaching.

N°	Educator Behaviour	Stud.	Staff	Factor
1	Clear and audible	1	2	Communication Skills
2	Listens carefully to students' questions	2	3	Communication Skills
3	Connects theory with working world	3	7	Integration of Work
4	Materials are clear and easy to follow	4	5	Preparation of Teaching and Learning Events
5	Respond to requests for assistance	6	8	Responsiveness
6	Makes time available for students	7	6	Responsiveness
7	Uses student questions and answers to help in everyone's learning	9	4	Integration of Work
8	Gives students the opportunity to ask questions	10	10	Interpersonal Skills
9	Able to control a class by giving clear instructions	11	9	Interpersonal Skills
10	Structures learning periods to assist understanding	5	1	Preparation of Teaching and Learning Events
11	Set relevant assignments and readings	12	15	Course Planning and Organisation
12	Able to motivate students	13	14	Interpersonal Skills
13	Encourages students to discuss and solve problems together	14	12	Interpersonal Skills
14	Establishes class rules and applies them fairly	15	11	Interpersonal Skills

* Variables in the shaded portion of the table formed the final instrument

3.14 CONCLUSION

Of thirty-five educator behaviours initially postulated from the literature and focus groups, fifteen were found to be significant in that the learner responses were unlikely to have resulted by chance. Staff and learners agreed on their evaluation of the importance of fourteen of the variables identified as significant.

- The lecturer is able to talk clearly and audibly.
- The lecturer is able to listen carefully to students' questions.

- The lecturer connects theory with what happens in the working world.
- The lecturer's materials are clear and easy to follow.
- The lecturer structures learning periods to assist understanding.
- The lecturer responds to requests for assistance.
- The lecturer makes time available for students.
- The lecturer uses student questions and answers to assist in everyone's learning.
- The lecturer gives students the opportunity to ask questions.
- The lecturer is able to control a class by giving clear instructions.
- The lecturer sets relevant assignments.
- The lecturer is able to motivate students.
- The lecturer encourages students to discuss and solve problems together.
- The lecturer establishes the class rules and applies them fairly.

The majority of learners clearly identified eleven of the remaining fourteen educator behaviours as essential to their learning. Staff queried one of these; *The lecturer responds to all student queries in a constructive manner.* This item was deemed unclear and eliminated. The nature of stakeholder agreement on the relative importance placed upon the variables meant that the remaining ten items could make up the summative S.E.T. instrument. This instrument appears on page 60 (Table 3.6).

Table 3.6: The Instrument For Summative Evaluation Of Teaching

Student Evaluation of Teaching Questionnaire

The aim of this questionnaire is to give learners the opportunity to comment on the teaching ability of individual educators. The information will be used to help management make decisions about the educator's career at a technikon. Please treat this opportunity seriously.

INSTRUCTIONS

1. Do not put your name on the questionnaire, the response card or the printed page you have been handed. You will be told the reference number to write in the box marked student number on the response card and the printed page.

2. Please do not write on the questionnaire.

3. Read each question carefully and rate your lecturer on your response card. Shade the appropriate letter next to that question's number. Please take note of the diagram illustrating the correct mark to make.

4. Use the following responses:
   - A - Most of the time
   - B - Sometimes
   - C - Seldom

5. CHOOSE ONLY ONE ANSWER FOR EACH QUESTION. If you feel that none of the answers apply, then do not mark any of them.

6. Return your response card, comment sheet and questionnaire as soon as you have finished your evaluation of the lecturer.

	Teaching behaviour	Most of the time	Sometimes	Seldom
1.	Does the lecturer talk clearly and audibly?	A	B	C
2.	Does the lecturer listen carefully to students' questions?	A	B	C
3.	Does the lecturer connect theory with what happens in the working world?	A	B	C
4.	Are the lecturer's materials clear and easy to follow?	A	B	C
5.	Does the lecturer respond to requests for assistance?	A	B	C
6.	Does the lecturer make time to be available for students?	A	B	C
7.	Does the lecturer use student questions and answers to help in everyone's learning?	A	B	C
8.	Does the lecturer give students the opportunity to ask questions?	A	B	C
9.	Is the lecturer able to control a class by giving clear instructions?	A	B	C
10.	Does the lecturer structure learning periods to assist understanding?	A	B	C

3.15 SUMMARY

This Chapter described how the pilot questionnaire was administered and refined. Of the original 35 lecturer behaviours fifteen were found to be significant in that student responses were unlikely to have resulted by chance. After applying three rules for inclusion, ten items remained to form a summative SET instrument.

Chapter 4 will compare the refined instrument with literature described in Chapter 2 and discuss the implications of these findings for further research.

3.16 REFERENCES

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CHAPTER 4

CONCLUSIONS AND RECOMMENDATIONS

4.1. INTRODUCTION

The purpose of this study was to devise a summative S.E.T. instrument because the assessment instrument that was in use did not adequately represent the concerns of the current learner body or their educators. Moreover, it was developed to contribute specifically to educators' self-development. For these reasons, the new instrument had to be based on the stakeholder input of a demographically transformed tertiary institution.

4.2 CONCLUSIONS

Although the literature is ambiguous about whether learners and educators agree on what constitutes effective teaching, the researcher hypothesised that there would be agreement on enough issues to create an instrument which represented both stakeholder groups' interests. Learners and staff indicated that they agreed on ten behaviours that were relevant to all fields and areas of teaching at a tertiary institution.

4.2.1. Learners as Stakeholders in Quality

The researcher expected to find that both learners' and staff's conception of good teaching would fall somewhere between the belief that educators have the responsibility to organise learner activity towards learning (Supervision) and the

view of the educator as a subject authority having total control of the teaching and learning processes (Transmission).

The final S.E.T. instrument showed that learners were primarily concerned with educator actions related to the relationship between the educator and the learner. Educators are expected to create a space for two-way communication between educator and learner. Authority remains with the educator both in the selection of teaching method and subject knowledge. Both learners and educators acknowledge learners' responsibility to learn through asking appropriate questions and approaching their educators when they need assistance. Likewise, both believe that the educator has the reciprocal responsibility to make time available for this. This suggests a definition of good teaching that is located in the Supervision paradigm.

The influence of culture on what learners consider important in the teaching/learning process has only been hinted at in the literature on S.E.T. (Watkins & Thomas 1991). Respect for the power of the elder derived from community acknowledgement is characteristic of communal cultures (Koopman 1991). Given the largely communal culture of South African society at the present time, it is predictable that educators were seen as authorities controlling content, method and assessment. It was clear in this study that typical subjects for S.E.T., such as satisfaction with fairness of assessment or enthusiasm exemplified in S.E.E.Q. (Marsh 1984), were not those of core importance to learners at the institution researched. Learners and educators

assumed that the educator knows best how to approach his or her subject in the interest of effective learning. It is likely that with the greater influence of Western and individualistic cultures on South African society, as well as the shift to learner-centred methodologies, the power of the educator will be perceived differently in the future.

It is unlikely that the emphasis on communication clarity will change as long as an educator has a 'contract' with a learner to mediate knowledge and skills. The final instrument demonstrated an emphasis on clarity in communication (Seldin 1980), both verbal and non-verbal, and access in cognitive, psychological and physical terms. Essentially learners want to comment on whether educators encourage understanding and are willing to allow participation in the teaching and learning process.

4.2.2 Staff agreement

The instrument at the end of Chapter 3 (Table 3.6) represented agreement between staff and learners on what was required for effective learning to take place. This congruence is a key defence against objections to summative S.E.T. on the grounds of academic autonomy (Haskell 1997) and the argument that learners do not know enough to comment on teaching (Browne et al 1997). It was clear that both learners and staff feel that learners have the right to comment on the efficacy of an educator's communication and provision of access to learning.

4.3. THE REQUIREMENTS OF A SUMMATIVE S.E.T.

4.3.1. Purpose of Summative S.E.T.

For a staff evaluation instrument to be substantively and procedurally fair, both assessors and those assessed must agree on the validity of the criteria used in the assessment (Chapter 1). The agreement of staff and learners with the conception of educators' work has already been established above.

The behaviours identified in this research are generic and therefore comparable regardless of the teaching context and so apply to all tertiary institutions.

The three response options should enable a distinction to be made between the educator who meets all learner requirements, one who meets some and one who meets none. Therefore, an educator who accumulates a pattern of A responses on a regular basis from different classes should be suitable for appointment and worthy of promotion. The educators with a C pattern on all criteria may not be assets to achieving the teaching goals of the institution because, in the eyes of the learners, they are consistently not communicating or providing access to effective learning. Educators with a predominance of B answers may have their probation extended conditionally to give the opportunity for improvement (as required by the LRA Code of Good Practice: South Africa 1995). Probation should only be extended if other stakeholders, peers and education experts, judge the individual's teaching effectiveness and teaching competence (Chapter 2 page 19) positively. Such an individual should not be promoted because of his teaching performance.

4.3.2. Validity

Unlike that described in the Croatian study (Lediç & Hőrç-Bőliç 1998), the instrument in this research was developed through extensive consultation with staff and learners, and not through the imposition of the ideas of 'expert' educators. It is likely that jointly constructed meanings will make this summative assessment fairer in substance and procedure than it has previously been and it therefore has content validity.

However the long-term validity of the construct is in doubt because of changes in national education policy, the introduction of outcomes-based education and the emphasis on collaboration and the construction of shared knowledge, all of which requires educators to move from their positions of authority in the classroom, that is from holding all the authority, to sharing it with the learners and in so doing facilitating the use of alternative resources (South Africa 1997). It is predictable that entry-level learners arriving in the future at the institution researched will have a different view of effective teaching because they have been prepared in the constructivist paradigm.

For the time being, however, while the instrument is in use its simplicity is possibly its greatest strength. None of the variables selected by learners is open to either the 'Dr Fox' or the 'grading leniency' effects described in the literature (Ramsden 1998).

In a Supervision paradigm of educator effectiveness, it is more appropriate for competent peers or expert observers to judge the content and quality of teaching materials and assessment mechanisms. It is interesting that in the research the learners did not feel that it was their role to comment on these issues.

4.3.3. Methodology

The intense weeks of volunteer group work generating the items on the questionnaire offset the deficiencies of sample size. The clarity of the data suggested that a bigger sample would not necessarily have changed the outcome.

There was no evidence in this study to support or refute the possibility that size of class, learner age, gender or level of study would impact significantly on learner preference (Murray 1997).

4.4. IMPLICATIONS

This research has shown that it is possible to consult learners and educators on what they believe are the crucial aspects of the educator's work. Educators agreed extensively with the criteria for teaching performance selected by the learners. This agreement fulfils the requisite for fair assessment practice that educators and learners understand what is expected of them. The researcher has reason to believe that the learner evaluation of the teaching instrument

devised will provide part of the data that is required for administrators to make procedurally and substantively fair decisions about academic staff appointments and promotions.

The research data have provided useful information regarding the teaching skills that are now deemed necessary by learners and educators for effective learning in the changed climate of higher education. If expectations regarding effective teaching have been made more explicit, then educators can focus their efforts on fulfilling learner expectations and career goals simultaneously. Learners in the future may be able to confidently request learner evaluations of teaching when they are experiencing difficulties, in the secure knowledge that educators have agreed to the criteria represented in the instrument devised.

In addition, knowing that the institutional perception of effective teaching has shifted from a Transmission to a Supervision paradigm should help staff developers to ensure that teaching staff have the skills and knowledge of techniques that should enable them to meet learner expectations (Marsh & Roche 1992b). These findings in the research conducted in one tertiary education institution may have relevance to other South African institutions also undergoing transformation.

The instrument devised should allow learners to present their opinions on teaching quality and this in turn should provide for staff growth and development, particularly for those educators who have not had access to

higher-level education. It is hoped that in an organisation, in which the historically dominant discourse is likely to change, the instrument may also enable management to make fair staffing decisions and assist managers responsible for human resources in being able to create appropriate succession plans.

4.5. RECOMMENDATIONS FOR FURTHER STUDY

4.5.1. Validity and Reliability

The researcher believes that further research is needed to determine whether or not the items on the questionnaire have discriminant and convergent validity (Marsh 1984). It is not clear whether the items do represent the five factors postulated by the pilot development group or whether they in fact represent broader factors (Marsh & Roche 1992b). It seems possible that the variables associated with Interpersonal Skills may merge with those associated with Communication Skills, as did Enthusiasm and Teaching Skills in the Nigerian study (Watkins & Akande 1992).

Concerning reliability the researcher is aware that the instrument should be used with caution until enough data has been accumulated on its efficacy. Theoretically, the instrument can distinguish different levels of teaching quality but this cannot be verified until the instrument has been used on a wide scale. The consensus reached through this study justifies the use of the instrument in that learners and educators agreed on these criteria for evaluation. It remains to be seen whether any educator can score a consistent 'A' rating over time.

4.5.2. Triangulation of Data

Seldin's (1980) caution that no educator should be summatively assessed based on a single learner assessment must be borne in mind when the instrument is being used. Perceptions about clarity of communication and provision of access to information/knowledge can be influenced by contextual factors, which impact on both educator and learners. The consistency of the instrument must be established over time (Marsh & Hocevar 1990). Therefore, a head of department using this instrument should administer it to different classes, preferably at the end of a teaching module or semester (Marsh 1984), clearly stating the reasons for the assessment (Morton 1987).

The influence of contextual factors must be minimised through triangulation of data about teaching practice (Seldin 1980). Peer observation, observation by expert observers or self-evaluation using the same instrument, may give a sense of the other factors influencing the teaching process which would further support fair staffing decisions (Marsh 1984, Ramsden 1998).

Given that learner opinion of effective teaching has changed, it follows that peer and other assessment mechanisms should be reviewed to ensure consistency regarding what is acceptable practice at an institution.

4.6. SUMMARY

A summative S.E.T. instrument was developed that represented the beliefs

about effective teaching of the learner body and their educators at a tertiary institution. It was shown that learners and staff agreed significantly on what constituted effective teaching, in contrast to some predictions that learners and educators had different agendas (Browne et al 1997) and in keeping with others that generic skills can be identified (Dunkin 1997) in the literature. Conclusions were drawn regarding learners' ability to assess teaching and staff willingness to allow this. It was shown that the instrument constructed specifically for summative S.E.T. would theoretically achieve its purpose. The instrument applies to a wide range of teaching styles and methods, refers to behaviour directly controlled by the educator that is observable by learners. A large measure of the validity of the instrument derived from the research methodology used to construct it but further statistical research is still required. The value of the research to administrators and stakeholders at the institution researched, has implications for other South African higher education institutions. Recommendations for implementation and administration were made along with suggestions for further study.

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ADDENDUM A

GRAPHIC REPRESENTATION OF THE PROCESS

PHASE 1:

Meeting 1: 27/7/99 Questionnaire Completion

Meeting 2: 3/8/99 Feedback on Questionnaire and Faculty-generated items for assessment

PHASE 2:

Meeting 3: 17/8/99 Feedback from Mtg 2 and Discussion of Possible items for assessment.

Meeting 4: 24/8/99 Feedback from Mtg 3 and Refining the language of the items.

Meeting 5: 7/9/99 Feedback from Mtg 4 and agreement on pilot instrument

PHASE 3:

Meeting 6: 12/10/99 Feedback on the piloting of the instrument.

ADDENDUM A

OUTLINE OF THE PROCESS OF DEVELOPING A STUDENT EVALUATION OF TEACHING INSTRUMENT

The Student Evaluation of Teaching (S.E.T.) instrument, to be developed, has as its aim the identification of staff members deserving of promotion or permanent appointment.
In terms of the Labour Relations Act criteria for such promotion must be clearly stated and fairly evaluated.

Both staff and students have a stake in the recognition of good teaching at Technikon Natal. For the purposes of this process **good teaching is defined as creating an opportunity for students to learn effectively**. In participating in this project, staff have an opportunity to determine how they should be assessed ensuring that the Technikon's mission is achieved. Students have an opportunity of contributing to the future development of their professions in the long term and in the short-term of contributing to the transformation of Technikon Natal.

The Process consists of three phases:
Phase 1: Identification of categories of effective teaching behaviour
Phase 2: Identification of items for assessment within the categories.
Phase 3: Piloting of the instrument.

Phase 1: Identification of categories of effective teaching behaviour

☞ *Meeting 1: 27th July 11:45 – 13:00 (Forum) Venue:*

Students and staff will meet separately to ensure that neither group's opinion is obscured or influenced by the other.

The objective of this meeting is to outline the process and to give input into the categories of behaviour that contribute to creating the opportunity for students to learn effectively.

You will be asked to complete a questionnaire and then to discuss your replies with your respective groups.

I will take this information, put it together and summarise it to be presented to the group at the next meeting.

☞ *Meeting 2: 3rd August 11:45 – 13:00 (Forum) Venue:*

Staff and student groups meet together and then move into Faculty-specific groups.

The objective of this meeting is to firstly, to present the summarised data of both staff and student groups regarding what categories of behaviour both groups felt contributed to good teaching and secondly, to begin to generate items upon which a teacher could be evaluated by students.

These items must meet certain criteria (other criteria could be added by the group).
The behaviour looked for:

- must be essential for learning
- must apply to all year groups
- must apply to the participant's field
- must be free of bias (eg. Gender, race, physical capabilities etc. cf. The Constitution)
- must be clearly stated
- must be observable by students.

The faculty groups will probably need to meet again to continue this discussion to have data for presentation at Meeting 3 in Phase 2 of the process. The results of the group meetings should be given to me by the 13th August.

The Academic Quality Unit will provide assistance in typing and ensuring that enough copies are available for that discussion.

Phase 2: Identifying items for assessment within the categories.

☞ *Meeting 3: 17th August 11:45 – 13:00 (Forum) Venue:*

Combined group.

The objective of this meeting is to discuss each group's submission and to identify observable teaching behaviours that are common to al faculties (generic teaching behaviours). Items that are faculty-specific will be 'banked' for separate discussion with the faculty groups.
These may become part of a faculty-specific category of assessment in addition to the main instrument.

This information will be collated and typed as the first draft of the pilot instrument for discussion at Meeting 4.

☞ *Meeting 4: 24th August 11:45 – 13:00 (Forum) Venue:*

Faculty Groups initially, then combined group.

The objective of this meeting is to refine the wording of the generic teaching behaviours and to ensure that the tone of the wording is appropriate.

I will present the first draft of the pilot instrument (along with the separate faculty-specific items).

☞ *Meeting 5: 7th September 11:45 – 13:00 (Forum) Venue:*

Combined Group.

The objective of this meeting is for the participants in the project to validate the pilot instrument as compared with the old instrument.

I'd like to thank everybody in advance for wishing to be a part of this project.
Liz Harrison. c:\MyFiles\Research\outline of process.wpd

ADDENDUM B

STATEMENT OF INFORMED CONSENT

I, _____, agree to participate in this research project "Student Evaluations of Teaching As A Tool For Making Summative Personnel Decisions At Technikon Natal" that is being conducted by Liz Harrison of the Academic Quality Unit.

I understand that the purpose of this study is to hold a series of group interviews to find out what lecturer behaviours contribute to creating the opportunity for students to learn effectively; we will identify broad categories of good lecturing practice and then identify specific measurable and observable behaviours that students can rate.

I understand that the study involves six group meetings of an hour and a half in length which may be audiotaped.

I understand that my participating in this study is entirely voluntary, and that if I wish to withdraw from the study or to leave, I may do so at any time, and that I do not need to give any reasons or explanations for doing so. If I do withdraw from the study, I understand that this will have no effect on my relationship with the Academic Quality Unit, my Faculty or any other organisation or agency.

I understand that I have an obligation to respect the privacy of other members of the group by not disclosing any personal information that they may share during our discussion.

I understand that all the information that I give will be kept confidential to the extent that my name will not be attached to any specific comments or input without my express permission.

I understand that I may not receive any direct benefit from participating in this study, but that my participation will help others in the future.

The researcher has offered to answer any questions I may have about the study and what I am expected to do.

I have read and understood this information and agree to take part in the study.

_____ _____

Today's Date Your Signature

I would like / would not like to be publically acknowledged for my participation in this project. (Please delete whichever phrase does not apply).

If you have concerns or questions about this study, please contact Liz Harrison: 204-2478 or Paulette Powell: 204-2259.

PHASE 1: QUESTIONNAIRE

The aim of this research is to create a form of assessment which will allow students to give input into personnel decision that are taken about teaching staff at Technikon Natal (promotion and finalisation of probation). The purpose of this exercise is to establish what lecturer behaviour students wish to comment on and what feedback teaching staff would like to receive.

The following categories of behaviour have been identified through research as the types of teacher action that lead to students learning effectively.

The teacher behaviours listed below have been divided into categories to make the information easier to think about. Please indicate how important each behaviour is for effective teaching by placing a tick in one of the five columns alongside it.

If you feel that the behaviour is irrelevant in making teaching effective do not tick the item at all. Placing a tick in column 2 would indicate that you feel that this item is not as important as others in making teaching effective. A tick in column 5 would indicate that you believe this behaviour to be very important.

You may suggest other lecturer behaviours which contribute to effective student learning by entering these suggestions in the blank spaces provided.

Planning and Preparation

Lecturer behaviour which contributes to effective student learning	Degree of importance				
	1	2	3	4	5
Preparation of learning materials					
Organisation and Preparation for learning periods					
Gathering information about student performance and potential					
Organisation and clarity					
Teamwork with other staff members					
Relevance of content					
Structure of course content					
Clearly stated course outcomes					
Other planning actions that contribute to student learning					

Communication Skills

Lecturer behaviour which contributes to effective student learning	Degree of importance				
	1	2	3	4	5
Listening skills					
Verbal skills					
Written skills					
Clarity of Presentation					
Enthusiasm					
Ability to explain value of the curriculum					
Teamwork with other teachers					
Other communication actions that contribute to student learning					

Interpersonal Skills

Lecturer behaviour which contributes to effective student learning	Degree of importance				
	1	2	3	4	5
Availability					
Lecturer-student interaction					
Lecturer attitude					
Professional demeanour					
Creation of appropriate learning atmosphere					
Response to requests for assistance					
Concern for students' progress and needs					
Ability to motivate students					
Awareness of workload and difficulty					
Awareness of students' goals					
Use of student-centred teaching methods					
Teamwork with other staff					
Trustworthiness					
Accessibility					
Responsiveness					
Ability to gain students' interest					
Other interpersonal actions that contribute to student learning					

Teaching Style and Methods

Lecturer behaviour which contributes to effective student learning	Degree of importance				
	1	2	3	4	5
Instructional techniques					
Clarity of course outcomes					
Presentation style					
Integration of theory with work					
Ability to teach thinking skills					
Ability to teach academic skills					
Encouragement of group interaction					
Assignments and readings					
Awareness of workload and difficulty					
Awareness of societal demands					
Classroom management skills					
Use of student-centred teaching methods					
Appropriate choice of teaching and learning approaches					
Ability to gain students' interest					
Encouragement of student autonomy					
Other classroom actions that contribute to student learning					

Assessment

Lecturer behaviour which contributes to effective student learning	Degree of importance				
	1	2	3	4	5
Student evaluation practices					
Tests / Assignments follow-up					
Methods to find out how students are doing					
Methods to gather year marks					
Assignments					
Maintenance of standards					
Other assessment actions that contribute to student learning					

Other competences

Lecturer behaviour which contributes to effective student learning	Degree of importance				
	1	2	3	4	5
Technical skills					
Problem-solving ability					
Decision-making ability					
Expertise in the field of knowledge and practice					
Ability to teach thinking skills					
Ability to teach professional/vocational values					
Ability to choose relevant subject matter					
Lecturer enthusiasm					
Other actions that contribute to student learning					

ADDENDUM D

S.E.T.I: FEEDBACK FOCUS GROUP 23rd August 1999

Question 1:

What lecturer actions would enable a student to make an assessment of a lecturer's competence in each area?

Suggested actions should be:
- *essential for learning*
- *apply to all year groups*
- *apply in your field of study*
- *free of bias*
- *clearly stated*
- *observable by students*
- *likely to be important to teaching practice in the foreseeable future*
- Likelihood of students experiencing a caring/nurturing attitude. *(A&D)*

Listening skills

- undivided attention (students)
- clear concise answers/response (students)
- reaffirmation of the questions asked by students by writing both the question and answer on board/OHP (Health)
- ask students for 'one minute feedback" on the lecturers listening skills after a lecture (Health)
- all evaluations of verbal and listening areas, during classes should be discussed in the form of a group discussion during the month/week etc. (Health)
- Lecturers must have the ability to adapt to the latest form of communication aids (video of one's practical sessions?) (Health)
- gives students the opportunity to ask questions (Engineering)
- takes time to understand students questions (Engineering)
- gives pertinent answers (Eng)
- available for students

Verbal skills

- clear expression
- to the point response- quickly
  reaffirmation of the questions asked by students by writing both the question and answer on board/OHP (Health)
- ask students for 'one minute feedback" on the lecturers listening skills after a lecture (Health)
- all evaluations of verbal and listening areas, during classes should be discussed in the form of a group discussion during the month/week etc.

  (Health)
- Lecturers must have the ability to adapt to the latest form of communication aids (video of one's practical sessions?) (Health)
- fluent in the medium of instruction (Eng)
- speaks clearly and loudly (Eng)

S.E.T.I: FEEDBACK FOCUS GROUP 23rd August 1999

- uses humour and expression appropriately (Eng)
- pace and speed of lectures is right (Eng)

Clarity of presentation

- clear and audible (students)
- must use all latest forms of presentational aids (video, OHP) and display a diversity of these uses.(Health)
- Lecturers may have to do "in service field trips" to demonstrate a clear perception of a concept.(Health)
- Must ensure that the lecture's objectives are displayed in their outcomes.(Health)
- logical progression from one lecture to another (Eng)
- logical format of individual lectures (Eng)
- does not cram too much into one lecture (Eng)
- understandable to students (Eng)

Lecturer attitude (Very subjective (Eng))

- must be positive, observable by students (students) (Health)
- must be enthusiastic about subject (students) (Health)
- must display a level of patience (Health)
- positive body language (teaching posture/greetings etc.) (Health)
- Invitations to students to have one-to-one/group discussions (Health)
- courteous to students (Eng)
- treats students with respect (Eng)
- understands where students are coming from (Eng)
- patient (Eng)
- sympathetic (Eng)
- responsive to students questions and concerns (Eng)
- enthusiastic about their subject (Eng)
- motivated (Eng)

Requests for assistance

- prompt response to problem/s
- same as Lecturer's attitude (Health)
- willing to provide students with help (Eng)
- makes themselves available without becoming "instant coffee machines"(Eng)
- assistance given with the object of making the student independent (Eng)

ADDENDUM D

S.E.T.I: FEEDBACK FOCUS GROUP 23rd August 1999

CARING/concerned category (A&D)

Concern for students progress and needs

- more concern required in respect to exams/passing (students)
- free of bias (students)
- same as lecturer's attitude (Health)
- ask students how they are doing (Eng)
- plan tests, assignments so that everything does not fall due at the same time (Eng)

Methods used to find out how students are doing

- more concern required in respect to exams/passing (students)
- free of bias (students)
- is subject specific (Eng)
- ask students (Eng)
- student records (Eng)
- interview students (Eng)

Gathering info about student performance and potential (A&D)(students)

Responsiveness

- paces lectures to suit class ability where possible (Eng)
- willing to go over sections students express difficulty with (Eng)

Appropriate choice of teaching and learning approaches

- should be effective (students)
- legible and comprehendable (students)
- observable by students (students)
- must be student centred and lecturer centred (Health)
- use of teaching aids (Eng)
- appropriate questions and examples (Eng)
- discussions (Eng)
- demonstrations (Eng)
- industrial visits (Eng)

Encouragement of student autonomy

- encourages opinions (students)
- students prepare one or two classes in which they give the lecture! (Health)
- Group discussions where group leaders/mentors report to lecturers on problem areas, or areas that need alterations. (Health)
- treat students as adults (Eng)
- do not spoon feed (Eng)
- especially at first levels give students suggestions on how they can monitor their own progress (Eng)
- assessment methods can be adjusted to encourage this (monitoring of own progress), although it is difficult for students to measure (Eng)

ADDENDUM D

S.E.T.I: FEEDBACK FOCUS GROUP 23rd August 1999

Problem solving

- competent to tackle anything (students)
- set up cases where students interact with patients (industry) to apply their theoretical foundations (Health)
- students will write case histories of speculated problem areas in industry (Health)
- Research in all levels (1st to 4th year) set at various cognitive levels (Health).
- Direct them to sources where they can find answers or help (Eng)
- Emphasis on students finding their own answers rather than staff giving them answers (Eng)

Question 2:

The following categories of lecturer behaviour have been discounted because three or more groups represented did not consider them of highest importance:

Are any of these categories of lecturer behaviour of specific interest to your Faculty in gathering student feedback about teaching practices? If so which ones?

- Keep 3.11 in mind (use of student-centred teaching methods) for the future when students entering the Technikon would be more conversant with OBE principles. (A& D)
- 1.2 Organisation and Preparation for learning periods (students)
- 1.3 Gathering information about student performance and potential (students)
- 4.1 Instructional Techniques (students) Very important requirements must be clearly laid down.
- 4.7. Encouragement of group interaction (students) encourage in situations appropriate eg. Labwork.

What lecturer actions would enable a student to make an assessment of a lecturer's competence in each area?

ADDENDUM D

S.E.T.I: FEEDBACK FOCUS GROUP 23rd August 1999

Question 3:

The following categories of lecturer behaviour are in question because one or two groups represented gave them low ratings of importance:

It is possible that the category label is badly expressed or confusing. Please discuss these and allocate a score to each item according to its relative importance to your group.

5 - extremely important for effective student evaluation of teaching
4 - must be included for effective student evaluation of teaching
3 - would provide interesting feedback to lecturer
2 - is covered by other categories already included
1 - not really useful

1.1 Preparation of learning materials (Communication skills)
Students- 5, Engineering - No, A&D- 1
1.4 Organisation and clarity (Communication skills)
Students -5 Engineering - Done A&D- 4
1.6 Relevance of content (Communication skills)
Students - 5 Engineering - No A&D- 5
1.7 Structure of course content (Communication skills)
Students - 5 Engineering - Yes A&D- 1
1.8 Clearly stated course outcomes (Communication skills)
Students - 5 Engineering - Yes A&D- 5
2.5 Enthusiasm (Communication skills)
Students - 4 Engineering - No A&D- 3
2.6 Ability to explain the value of the curriculum (Communication skills)
Students - 2 Engineering - Yes A&D- 5(Covered by 1.6)
3.1 Availability (Interpersonal skills)
Students -4 Engineering - Done A&D- 5(link with 3.2 and 3.14)
3.2 Lecturer-student interaction (Interpersonal skills)
Students -5 Engineering - Done A&D- 5 (link with 3.1 and 3.14)
3.4 Professional demeanour (Interpersonal skills)
Students -1 Engineering - No A&D- 1
3.5 Creation of appropriate learning atmosphere (Interpersonal skills)
Students -4 Engineering - No A&D- 5
3.8 Ability to motivate students (Interpersonal skills)
Students -3 Engineering - No A&D- 1
3.9 Awareness of workload and difficulty (Interpersonal skills)
Students -5 Engineering - No A&D- 1
3.10 Awareness of students' goals (Interpersonal skills)
Students -1 Engineering - No A&D- 1
3.13 Trustworthiness (Interpersonal skills)
Students -3 Engineering - No A&D- 1
3.14 Accessibility (Interpersonal skills)
Students -2 Engineering - Done A&D- 1
3.16 Ability to gain students' interest (Interpersonal skills)
Students -2 Engineering - No A&D- 1

ADDENDUM D

S.E.T.I: FEEDBACK FOCUS GROUP 23rd August 1999

4.2 *Clarity of course outcomes (Teaching style and methods)*
Students -2 Engineering - Done A&D- 5 (link with 1.8)

4.3 *Presentation style (Teaching style and methods)*
Students -2 Engineering - Done A&D- 1

4.4 *Integration of theory with work (Teaching style and methods)*
Students - 5 Engineering - Done A&D- 1

4.5 *Ability to teach thinking skills (Teaching style and methods)*
Students -3 Engineering - No A&D- 4

4.8 *Assignments and readings (Teaching style and methods)*
Students -4 Engineering - Done A&D- 1

4.9 *Awareness of workload and difficulty (Teaching style and methods)*
Students -5 Engineering - Done A&D- 1

4.10 *Awareness of student goals (Teaching style and methods)*
Students -1 Engineering - No A&D- 1

4.12 *Classroom management skills (Teaching style and methods)*
Students -4 Engineering - Yes A&D- 1

4.13 *Use of student-centred teaching methods (Teaching style and methods)*
Students -1 Engineering - No A&D- Keep aside for future linked with 3.11.

4.15 *Ability to gain students' interest (Teaching style and methods)*
Engineering - No

5.2 *Tests/Assignments follow-up (Assessment)*
Engineering - No

5.5 *Assignments (Assessment)*
Engineering - Done

5.6 *Maintenance of standards (Assessment)*
Engineering - No Engineering - Done

6.1 *Technical skills (Other competences)*
Engineering - No

6.3 *Decision-making ability (Other competences)*
Engineering - No

6.4 *Expertise in the field of knowledge and practice (Other competences)*
Engineering - No

6.5 *Ability to teach thinking skills (Other competences)*
Engineering - No

6.6 *Ability to teach professional/vocational values (Other competences)*
Engineering - No

6.7 *Ability to choose relevant subject matter (Other competences)*
Engineering - No

6.8 *Lecturer enthusiasm (Other competences)*
Engineering - No

Agreed on Categories and suggested rateable behaviours

	Listening Skills	Caring?	Student can observe this	Can be controlled by lecturer?	All year groups	All fields of study?	Clear?	Promotion?	Keep?
1	Does the lecturer listen carefully to student questions?								
4	Does the lecturer use student questions and answers to help in everyone's hearing?								
5	Does the lecturer acknowledge when he/she has learned something from a student?								
7	Does the lecturer give students the opportunity to ask questions?								
	Verbal Skills								
11	Are the lecturer's responses to questions clear and to the point?								
12	Is the lecturer's voice clear and audible?								
13	Does the lecturer use words that students can understand?								
14b	Does the lecturer explain terms and concepts that may be confusing?								
15?	Is this lecturer enthusiastic about what he/she is teaching?								
20	Is the lecturer fluent in the medium of instruction?								
	Clarity of Presentation								
22	Are the lecturer's visual aids clear and easy to read?								
23	Does the lecturer use the chalkboard to develop ideas logically?								
24b	Does the lecturer structure the learning period to assist students' understanding?								
25	Does the lecturer anticipate areas in which students may have difficulties?								
27	Does the lecturer clearly state what the student is expected to be able to do by the end of the unit/module?								
28	Is the structure of the course in the study guide easy to follow?								
29?	Does the lecturer create an atmosphere that helps students to learn? How?								

30?	Are the readings and assignments set by the lecturer helpful in developing understanding of the subject?									
31	Do you find this lecturer's presentation intellectually stimulating? Is the presentation of the course cohesive?									
32	Is there a logical progression from one lecture to another?									
	Comments on Laboratories (Optional: Form B)?									
37	Does the lecturer give clear instructions for proceeding with tasks?									
40	Does the lecturer prepare instructional materials for labs or pracs that are clear and easy to follow?									
	Comments on Tutorials									
41	Has the lecturer made adequate provision for student access to sources eg. Reading lists, overnight library loans?									
42	Does the lecturer encourage students to work independently?									
43	Does the lecturer encourage students to participate in a group situation?									
46	Has the student learned how to solve problems in his/her field?									
	Comments on Practicals									
47 core item	Does the lecturer encourage students to think creatively about the subject?									
	Lecturer/Attitude									
50	Does the lecturer show a positive attitude to students' potential for achievement?									
51	Does the lecturer show enthusiasm for his/her subject?									
53	Is the lecturer patient with students who are having difficulty with the subject?									
62	Does the lecturer have a good relationship with students? Eg. Respectful, courteous.									
	Requests for Assistance									
73	Does the lecturer give assistance with the aim of making students think for themselves?									
56	Is the lecturer willing to meet with students about academic difficulties they may have?									
	Concern for student progress and needs									
74	Does the lecturer show concern for the students' progress?									
75	Does the lecturer try to plan tests, assignments so that everything does not fall due at the same time?									
	Responsiveness									
81	Does the lecturer apply the rules fairly to all class members and him/herself?									

ADDENDUM E

82	Does the lecturer give feedback in good time eg on assignments?									
87	Does the lecturer adapt his/her lecturing style to suit class ability where possible?									
89	Does the lecturer provide students with continuous feedback on their performance?									
92	Does the lecturer refer students to extra sources of information?									
	Encouragement of student autonomy									
101	Does the lecturer show students how to develop problem-solving skills?									
102	Does the lecturer relate what the students are studying to the working world? Eg. Future career, life skills.									
105	Does the lecturer show students how to learn?									
106	Does the lecturer help students to apply their knowledge rather than just learning things like a parrot?									
107	Does the lecturer encourage students to think critically about he subject?									
108	Does the lecturer treat students as adults?									
109	Does not spoon feed									
110	Does the lecturer give suggestions on how students can monitor their progress?									
111	Does the lecturer use assessment methods to help students monitor their progress?									
	Problem-solving									
112	Does the lecturer help the student develop problem-solving skills?									
113	Does the lecturer help the student to develop confidence in his/her ability to solve problems in the workplace?									
114	Does the lecturer emphasise that the student finds his/her own answers rather than just giving them to him/her?									
115	Does the lecturer direct students to sources where they can find answers or help?									
	Relevance of Content									
	Structure of course content									
	Clearly stated course outcomes									
	Ability to explain the value of the curriculum									
	Availability									
	Classroom management skills									
	General									
119	Does the student think that the lecturer is a good lecturer?									

120	Does the lecturer communicate ideas and information clearly?								
121	Does the lecturer appear to be well organised?								
122	Does the lecturer's attitude and behaviour towards students encourage your learning and study?								
123	Does the lecturer stimulate your interest in the subject?								
124	How would you rate the overall effectiveness of the lecturer?								

ADDENDUM E

STUDENT QUESTIONNAIRE

WHAT DO STUDENTS THINK IS IMPORTANT IN A GOOD TECHNIKON LECTURER?

The aim of this research is to create a form of assessment which will allow students to give input into personnel decisions that are taken about teaching staff at Technikon Natal (promotion and finalisation of probation). The purpose of this exercise is to find out what aspects of teaching, students want to comment on.

Please indicate how important you think each of the following lecturer behaviours is for encouraging effective learning, by placing a tick in one of the columns alongside it.

A tick (✓) in

Column 3	indicates that	I think this lecturer action is essential in helping me to learn effectively. All teaching staff at Technikon Natal should do this well.
Column 2	indicates that	I think this lecturer action is important in helping me to learn effectively.
Column 1	indicates that	I think that this lecturer action is not important in helping me learn.
?	indicates that	I don't know.

You may suggest other lecturer behaviours that you feel students should comment on, by entering these suggestions in the blank spaces provided.

Thank-you for your time and effort in completing this questionnaire. The information you have provided will assist us to provide future students with the quality of education that Technikon Natal is proud to offer.

Liz Harrison

Academic Quality Unit

ADDENDUM F1

STUDENT QUESTIONNAIRE

FACULTY: _____ YEAR OF STUDY: _____

DEPARTMENT: _____ GENDER: _____ AGE: _____

	Lecturer Action	Degree of importance			
		1 Not important at all	2 Important	3 Absolutely Essential	?
1	How important is it that the lecturer organises and prepares for learning periods?				
2	How important is it that the lecturer uses student questions and answers to help in all learning?				
3	How important is it that the subject content is relevant?				
4	How important is it for the course to be well-structured?				
5	How important is the lecturer's ability to listen carefully to students' questions?				
6	How important is the lecturer's ability to talk clearly and audibly?				
7	How important is it for the lecturer to structure lectures, practicals, tutorials and laboratories to assist understanding?				
8	How important is it for lecturers' visual aids to be clear and easy to read?				
9	How important is it for the lecturer to be able to explain why he/she is teaching something?				
10	How important is it that a lecturer makes time to be available for students?				
11	How important is it for the lecturer to be enthusiastic about the subject he/she is are teaching?				
12	How important is it for lecturers to respond to requests for assistance from students?				
13	How important is it for lecturers to be concerned about individual student's progress and needs?				
14	How important is it for lecturers to be aware of students' goals?				
15	How important is it for your lecturer to respond to all student queries in a constructive way?				
16	How important is it for lecturers to use a variety of Instructional techniques?				
17	How important is it that the lecturer tells you what you will be able to do by the end of a course?				
18	How important is it for the lecturer to connect theory with what happens in the work world?				

STUDENT QUESTIONNAIRE

19	How important is it for the lecturer to encourage students to discuss and solve problems together?				
20	How important is it for lecturers to set relevant assignments and readings?				
21	How important is the lecturers' ability to control a class by giving clear instructions?				
22	How important is it for lecturers to choose teaching and learning methods that relate to the subject?				
23	How important is it for lecturers to encourage students to be independent in their learning?				
24	How important is it for lecturers to use methods of assessment that help students to learn the material?				
25	How important is it for lecturers to demonstrate respect for students by treating them as responsible adults?				
26	How important is it for lecturers to organise a course so that more time is spent on difficult aspects of the work ?				
27	How important is it for lecturers to give students the opportunity to ask questions?				
28	How important is it that the lecturer's materials are clear and easy to follow?				
29	How important is it for the lecturer to teach students how to use theory to solve problems?				
30	How important is it for lecturers to write constructive comments on tests and assignments?				
31	How important is it for the lecturer to establish class rules and apply them fairly?				
32	How important is a lecturer's ability to motivate students?				
33	How important is it for the lecturer to be aware and understanding of the demands of the whole curriculum on his/her students?				
34	How important is it for the lecturer to help you develop problem-solving skills?				
35	How important is the lecturer's ability to teach you learning skills?				

Additionalcomments/opinions:_____

_____

_____

_____

ADDENDUM F2

STAFF QUESTIONNAIRE

WHAT DO STAFF THINK IS IMPORTANT IN A GOOD TECHNIKON LECTURER?

The aim of this research is to create a form of assessment which will allow students to give input into personnel decisions that are taken about teaching staff at Technikon Natal (promotion and finalisation of probation). The purpose of this exercise is to find out what aspects of teaching, students want to comment on and in which areas staff would like to be rated.

Please indicate how important you think each of the following lecturer behaviours is for encouraging effective learning, by placing a tick in one of the columns alongside it.

A tick (□) in

Column 3	indicates that	I think this lecturer action is essential in helping students to learn effectively. All teaching staff at Technikon Natal should do this well.
Column 2	indicates that	I think this lecturer action is important in helping students to learn effectively.
Column 1	indicates that	I think that this lecturer action is not important in helping students learn.
?	indicates that	I don't know.

You may suggest other lecturer behaviours that you feel students should comment on, by entering these suggestions in the blank spaces provided.

Thank-you for your time and effort in completing this questionnaire. The information you have provided will assist us to provide future students with the quality of education that Technikon Natal is proud to offer.

Liz Harrison

Academic Quality Unit

ADDENDUM F2

STAFF QUESTIONNAIRE

FACULTY: _____ LEVELS OF STUDENTS TAUGHT: _____

DEPARTMENT: _____ SIZE OF GROUP: _____

SUBJECT SPECIALITY: _____ GENDER: _____

	Lecturer Action How important is it that....	Degree of importance			
		1 Not important at all	2 Important	3 Absolutely Essential	?
1	The lecturer organises and prepares for learning periods?				
2	The lecturer uses student questions and answers to help in all learning?				
3	The subject content is relevant?				
4	The course is well-structured?				
5	The lecturer listens carefully to students' questions?				
6	The lecturer talks clearly and audibly?				
7	The lecturer structures lectures, practicals, tutorials and laboratories to assist understanding?				
8	The lecturer's visual aids are clear and easy to read?				
9	The lecturer is able to explain why he/she is teaching something?				
10	The lecturer makes time to be available for students?				
11	The lecturer is enthusiastic about the subject he/she is teaching?				
12	The lecturer responds to requests for assistance from students?				
13	The lecturer is concerned about individual student's progress and needs?				
14	The lecturer is aware of students' goals?				
15	The lecturer responds to all student queries in a constructive way?				
16	The lecturer uses a variety of instructional techniques?				
17	The lecturer tells students what they will be able to do by the end of a course?				
18	The lecturer connects theory with what happens in the work world?				
19	The lecturer encourages students to discuss and solve problems together?				
20	The lecturer sets relevant assignments and readings?				

STAFF QUESTIONNAIRE

21	The lecturer is able to control a class by giving clear instructions?				
22	The lecturer chooses teaching and learning methods that relate to the subject?				
23	The lecturer encourages students to be independent in their learning?				
24	The lecturer uses methods of assessment that help students to learn the material?				
25	The lecturer demonstrates respect for students by treating them as responsible adults?				
26	The lecturer organises a course so that more time is spent on difficult aspects of the work?				
27	The lecturer gives students the opportunity to ask questions?				
28	The lecturer's materials are clear and easy to follow?				
29	The lecturer teaches students how to use theory to solve problems?				
30	The lecturer writes constructive comments on tests and assignments?				
31	The lecturer establishes class rules and applies them fairly?				
32	The lecturer is able to motivate students?				
33	The lecturer is aware and understanding of the demands of the whole curriculum on his/her students?				
34	The lecturer helps students to develop problem-solving skills?				
35	The lecturer is able to teach students learning skills?				

Additional comments/opinions:_____

_____

_____

_____