



Improving Student Engagement

A Practice Guide

Student Ratings Of Instruction Issues For Improving Practice

Michael Rajnik



Student Ratings Of Instruction Issues For Improving Practice:

Student Ratings of Instruction Michael Theall, Jennifer Franklin, 1990 **Student Ratings of Instruction** Michael Theall, 1990 *Top 10 Flashpoints in Student Ratings and the Evaluation of Teaching* Ronald A. Berk, 2023-07-03

ATTENTION ALL FACULTY ADMINISTRATORS Another book on student ratings Are you kidding me Nope but this one is REALLY different Another review of the research or step by step on how to develop and interpret rating scales NOT Berk did that with Thirteen Strategies Designed to solve YOUR problems conflicts and confusion about how to evaluate teaching Written expressly for YOU with Berk s signature sense of humor FLASHPOINT a critical stage in a process trouble spot contentious issue volatile hot button or lowest temperature at which a flammable liquid will give off enough vapor to ignite The flashpoints covered are the topics that pop up the most frequently and heatedly on listservs blogs and the literature Each flashpoint is defined succinctly options are presented and then evidence based recommendations for concrete action steps are proffered in an effort to stop the popping The recommendations are grounded in psychometric professional and legal standards The last named in particular can protect you from costly litigation If you hire promote demote and fire full and part time faculty based on student ratings and other measures then you are vulnerable to violations of federal anti discrimination laws Several flashpoints address procedures you can take to stay out of court If you are a faculty member you need to know whether your institution s measures of teaching are appropriate and defensible and what you should do if they are not Four sample flashpoints and solutions Use of global items for summative decisions SOLUTION Cease desist and use scale and subscale ratings Low response rate in online administrations SOLUTION 20 strategies to increase rates Scales to evaluate online and blended hybrid courses SOLUTION 7 strategies are suggested and evaluated Use of ratings for contract renewal pay raise teaching awards and promotion and tenure SOLUTION Applying 80 20 rule for adverse impact to avoid lawsuits related to unequal pay gender race ethnicity and age discrimination *Teacher Thinking, Beliefs and Knowledge in Higher Education* N. Hativa, Jeffrey Goodyear, 2012-12-06 This volume addresses the important problem of understanding good university teaching and focuses on the thinking beliefs and knowledge which accompany teachers actions It is the first book to address this area and it promises to become a landmark volume in the field helping us to understand a complex area of human activity and improve both teaching and learning It is for education researchers staff faculty developers and educational developers

The Scholarship of Teaching and Learning in Higher Education: An Evidence-Based Perspective Raymond P. Perry, John C. Smart, 2007-06-04 Pivotal to the transformation of higher education in the 21st Century is the nature of pedagogy and its role in advancing the aims of various stakeholders This book brings together pre eminent scholars from Australia Canada Europe the Middle East and the USA to critically assess teaching and learning issues that cut across most disciplines In addressing long standing and newly emerging issues the researchers examine the scientific evidence on what constitutes effective teaching in college classrooms on the psychometric integrity of measures of

teaching effectiveness and on the use of such measures for tenure promotion and salary decisions Systematically explored throughout the book is the avowed linkage between classroom teaching and motivation learning and performance outcomes in students In so doing the book deals with the nexus between knowledge production by researchers and knowledge utility for end users made up of classroom instructors department heads deans directors and policymakers The book will appeal to researchers interested in teaching and learning faculty members developing evidence based pedagogical practices academic administrators and policymakers responsible for instituting teaching and learning protocols and faculty development officers promoting the effective teaching practices

Handbook of Quality Assurance for University Teaching Roger Ellis, Elaine Hogard, 2018-07-03 This practical and authoritative handbook provides a comprehensive overview of the issues and approaches to assuring quality in university teaching Including contributions from major international figures the book contains a wealth of ideas and practical advice to help universities commit to quality in teaching and offers insights into how the topics raised can be directly applied The book initially identifies some of the key issues surrounding the topic such as the evidence based identification of teaching quality the training of university lecturers and faculty external and internal quality assurance the tension between professional autonomy and governmental regulation and the involvement of students in developing quality It then moves on to present ideas and initiatives to address these problems tackling the subject through four sections Assuring Quality questioning what quality assurance means and how it might be practised Identifying Quality examining what knowledge exists at present and how it might be further researched Developing Quality investigating the development of staff through teacher training and appraisal Case Studies of Quality Assurance reviewing six case studies of quality assurance in a range of contrasting subjects including the professional subjects of Medicine Nursing and Teacher Training which are also addressed systemically in the first section Full of practical advice Handbook of Quality Assurance for University Teaching is an invaluable and unique resource for Faculty Subject Leaders University Administrators and Quality Assessors

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Fresh Approaches to the Evaluation of Teaching Christopher Knapper, Patricia Cranton, 2001

Improvement of Instruction and Teacher Effectiveness in Tertiary Institutions Eric Adawarone Arubayi, 2003

Current Index to Journals in Education , 2001

Tools for Teaching Barbara Gross Davis, 1993-10-15 Presents practical advice for beginning teachers of undergraduates covering such topics as planning a course writing a syllabus responding to diversity leading discussions understanding various learning styles testing and grading and other related topics

New Directions for Institutional Research , 2001

The Journal of Professional Legal Education , 1993

Journal of Education for Library and Information Science , 1998 Includes an unnumbered directory issue of the association which is cataloged separately

Classroom Research K. Patricia Cross, Mimi Harris Steadman, 1996-10-07 Classroom Research is designed for use in faculty discussion groups workshops and seminars to prepare discipline oriented faculty for the Scholarship of

Teaching and Learning The book s real life case studies illustrate basic principles of learning and provide provocative materials for discussion along with practical suggestions for research that can be conducted by faculty from all disciplines in their own classrooms *College Student Journal* ,2007 **Higher Education Abstracts: Fall 1991, Volume 27, Number 1** ,1991 **The Massachusetts register** ,2006 **Student Self-Evaluation: Fostering Reflective Learning** Jean MacGregor,1993 For several decades college teachers have been asking students to engage in self evaluation to reflect on their academic work and describe and evaluate it in writing Student self evaluation is both a process consisting of acts of reflecting composing and writing and a product a written document Student self evaluation does not obviate the need for student exams and papers crucial indicators of student mastery of material or complexity of thinking Rather student self evaluation supplements and complements that information by asking students to describe in their own words their learning and its value to them This writing and the conversations that faculty members and students have about it can be instructional illuminating and at times transformative Student self evaluation is primarily a learning strategy but it is also a promising assessment approach while enriching learning for students it also can help teachers and institutions learn about student learning This volume of *New Directions for Teaching and Learning* introduces the many forms of student self evaluation in undergraduate teaching settings and describes how student self evaluation creates connections between learners and learning knowers and the known and the self and the mind This is the 56th issue of the quarterly journal *New Directions for Teaching and Learning* For more information on the series please see the Journals and Periodicals page

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