

Evaluating Teacher Quality in Higher Education

Edited by **Robert Aylett and Kenneth Gregory**



Evaluating Teacher Quality In Higher Education

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Zhang**



Evaluating Teacher Quality In Higher Education:

Evaluating Teacher Quality in Higher Education Robert Aylett, Kenneth Gregory, 1996 Drawing on material presented at a one day conference this collection addresses the need to recognize academics contributions to higher education as well as the ways in which academics efforts in the teaching and learning process can be acknowledged and suitably rewarded

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Teaching Quality in Higher Education: Do Student Evaluation of Teaching Questionnaires Allow a Reliable and Valid Assessment of Teaching Quality? Daniela Feistauer, 2018 Improving teaching quality is a relevant topic in society to nurture the students innate potential in the best possible way One often applied tool for assessing teaching quality in higher education is student evaluations of teaching SETs that are used as a criterion for making important decisions in higher education such as employing teachers distributing funds and making changes in the curriculum Despite their effect on decisions it is relatively unclear if SETs are a valid and reliable assessment of teaching quality Therefore the current dissertation examines the influence of student characteristics that are not conceptually related to teaching quality in two ways First the variance of students was estimated through cross classified multilevel models This type of analysis allows a direct estimation of variance attributed to the students while separating it from the residual variance Second selected student characteristics were added as predictors to estimate their effect on SETs and therefore to enhance the interpretation of their validity In all studies a standardized German questionnaire was applied as the SET instrument The first study investigated the reliability of SETs as measurement of teaching quality which was operationalized as interrater reliability calculated from intra class correlations It was assessed by comparing the variance components of teachers courses and students The instrument can be considered reliable only when a high proportion of variance is explained by teachers and courses however not by students The study revealed that teachers and courses were large sources of variance in different dimensions of the questionnaire This result suggests that SETs are reliable instruments if a sufficient number of students at least 24 evaluate a teacher and course Moreover the study also revealed students and the interaction of students and teachers as relevant sources of variance This finding implies that student characteristics and the individual fit between students and teachers can affect SETs and should be considered in the ongoing discussion of the instrument s validity The latter two studies examined the validity of SETs The second study focused on student s characteristics content expectations and prior subject interest Both variables are theoretically unrelated to teaching quality because they are outside of the teacher s sphere of influence Therefore they should not affect SET results This means that th

A Handbook for Teaching and Learning in Higher Education Heather Fry, Steve Ketteridge, Stephanie Marshall, 2003-12-16 The Handbook is

sensitive to the competing demands of teaching research and scholarship and academic management Against the contexts the book focuses on developing professional academic skills for teaching Dealing with the rapid expansion of the use of technology in higher education and widening student diversity the fully updated and expanded edition includes new material on for example e learning lecturing to large groups formative and summative assessment and supervising research students

The RoutledgeFalmer Reader in Higher Education Malcolm Tight,2004 All those with an interest in higher education and higher education research will find this comprehensive collection of the past two decades most influential readings on the topic an absolutely essential companion

Quality Assurance in Higher Education Stamelos Georgios,K.M. Joshi,Saeed Paivandi,2017-01-30 The significant growth of number of students enrolled in tertiary education institutions in the recent past decades has caused an unprecedented expansion of higher education systems The rapid and constant social economic and technological mutations and international competition make the importance of qualitatively well educated citizenry and labor forces very decisive Globalization has developed a powerful impact on the development of higher education and imposes new challenges for the organization standards financing regulations Systems of higher education tend to detach from the national models and adopt a more global orientation The implementation of quality assurance is one of the recent and most decisive transformations of higher education Different higher education systems are trying to develop assessment tools internal and external to improve the quality of teaching research and extension activities and these are either based on experiences of selected countries or are extensively country specific The quality assurance procedures that were often dependent on national directorial traditions have gradually tended to converge and led to a setup of common tools and standards Countries under a centralized system tend to impose a uniform and general model while decentralized systems give greater freedom to universities to set up their own quality International rankings of universities also contribute to impose a set of transnational standards and values which is also being considered as indicative by the stakeholders The present book tries to look at the quality assurance mechanism international rankings and its impact in both absolute and comparative fashion in context of 11 countries from different parts of the world

Evaluation of Online Higher Education Ana Balula,António Moreira,2014-05-27 The work presents a theoretical framework for the evaluation of e Teaching that aims at positioning the online activities designed and developed by the teacher as to the Learning Interaction and Technology Dimensions The theoretical research that underlies the study was developed reflecting current thinking on the promotion of quality of teaching and of the integration of information and communication tools into the curriculum in Higher Education HE i e bearing in mind some European guidelines and policies on this subject This way an answer was sought to be given to one of the aims put forward in this study namely to contribute towards the development of a conceptual framework to support research on evaluation of e teaching in the context of HE Based on the theoretical research carried out an evaluation tool SCAI was designed which integrates the two questionnaires developed to collect the teachers and the students

perceptions regarding the development of e activities Consequently an empirical study was structured and carried out allowing SCAI tool to be tested and validated in real cases From the comparison of the theoretical framework established and the analysis of the data obtained we found that the differences in teaching should be valued and seen as assets by HE institutions rather than annihilated in a globalizing perspective

Student Evaluation in Higher Education Stephen Darwin, 2016-07-15 This book provides a comprehensive and engaging analysis of the purpose and function of student evaluation in higher education It explores its foundations and the emerging functions as well as its future potential to improve the quality of university teaching and student learning The book systematically assesses the core assumptions underpinning the design of student evaluation models as a tool to improve the quality of teaching It also analyses the emerging influence of student opinion as a key metric and a powerful proxy for assuring the quality of teachers teaching and courses in universities Using the voices of teachers in the day to day practices of higher education the book also explores the actual perceptions held by academics about student evaluation It offers the first real attempt to critically analyse the developing influence of student evaluation on contemporary approaches to academic teaching Using a practice based perspective and the powerful explanatory potential of cultural historical activity theory CHAT the implications of the changing focus in the use of the student voice from development to measurement are systematically explored and assessed Importantly using the evidence provided by a unique series of practice based case studies the book also offers powerful new insights into how the student voice can be reconceptualised to more effectively improve the quality of teaching curriculum and assessment Based on this empirical analysis a series of practical strategies are proposed to enhance the work of student evaluation in the future university to drive pedagogical innovation This unique volume provides those interested in student evaluation with a more complex understanding of the development contemporary function and future potential of the student voice It also demonstrates how the student voice in combination with professional dialogue can be used to encourage more powerful and substantial forms of pedagogical improvement and academic development in higher education environments

Developing and Evaluating Quality Bilingual Practices in Higher Education Fernando D. Rubio-Alcalá, Do Coyle, 2021-02-05 This book provides an overview and evaluation of the quality of bilingual education found in internationalised higher education institutions Its authors focus on the multifaceted roles that language s play in these growing multilingual spaces and analyse and identify the many factors that account for quality multilingual degree programmes The chapters cover themes such as language policy quality assurance tools and indicators of quality and the authors approach issues of quality from very different and complementary perspectives adopting for example temporal evaluative and developmental positioning and taking micro meso and macro level perspectives while still keeping sight of the local realities practices and possibilities The contributions are written by authors working in Brazil Finland Mexico Portugal Spain Sweden Switzerland and the UK and have implications for researchers education coordinators practitioners and other

stakeholders who are looking to design launch and evaluate new programmes in any higher education context worldwide

Evaluating Evaluators Susan Harris-Huemmert, 2011-01-11 How do evaluators of higher education go about their work How are groups of evaluators put together How do they reach consensus on the criteria of quality in the discipline or degree programme under examination What problems do evaluators encounter and how do they resolve them Susan Harris Huemmert investigates these questions in this detailed case study of an evaluation commission that inspected education departments in the German state of Baden W rttemberg universities and teacher training colleges during 2003 2004 This work takes up not only topics germane to evaluators of higher education but also illustrates the politics and contextual issues surrounding the discipline of education in Germany during the first decade of the 21st century **Handbook on**

Measurement, Assessment, and Evaluation in Higher Education Charles Secolsky, D. Brian Denison, 2017-07-31 In this valuable resource well known scholars present a detailed understanding of contemporary theories and practices in the fields of measurement assessment and evaluation with guidance on how to apply these ideas for the benefit of students and institutions Bringing together terminology analytical perspectives and methodological advances this second edition facilitates informed decision making while connecting the latest thinking in these methodological areas with actual practice in higher education This research handbook provides higher education administrators student affairs personnel institutional researchers and faculty with an integrated volume of theory method and application *Taylor's 7th Teaching and Learning*

Conference 2014 Proceedings Siew Fun Tang, Loshinikarasi Logonnathan, 2015-06-01 These conference proceedings showcase a rich and practical exchange of approaches and vital evidence based practices taking place around the world They clarify the complex challenges involved in bringing about a holistic educational environment in schools and institutes of higher learning that fosters greater understanding and offer valuable insights on how to avoid the pitfalls that come with rolling out holistic approaches to education To do so the proceedings focus on the subthemes Support and Development Mobility and Diversity and Networking and Collaboration in Holistic Education Teacher Quality and Teacher Education

Quality Nicholas M. Michelli, Robin Dada, Deborah Eldridge, Rana M. Tamim, Karen Karp, 2016-10-14 Accreditation of teacher education programs is increasingly embraced internationally and is being modeled after the American experience despite criticisms from some in the field of teacher education in the United States This book examines the transformation of accreditation and the interest and perception of nations and regions choosing to use the model in their own culture including the Middle East and Gulf Region South America and the United Kingdom Its distinctive edge is the juxtaposition of three sectors quality assurance accreditation teacher preparation and global international experiences The authors address how the adoption of a universal requirement for accreditation embraces a particular view of what teacher quality means The emphasis on the development of teacher preparation in concert with accreditation is of academic interest to scholars in the United States and abroad The experiences and voices of teacher educators as international colleagues in a global climate of

accountability brings a fresh perspective on shared challenges International Handbook of Educational Evaluation T. Kellaghan, D.L. Stufflebeam, 2012-12-06 Thomas Kellaghan Educational Research Centre St Patrick's College Dublin Ireland Daniel L Stufflebeam The Evaluation Center Western Michigan University MI USA Lori A Wingate The Evaluation Center Western Michigan University MI USA Educational evaluation encompasses a wide array of activities including student assessment measurement testing program evaluation school personnel evaluation school accreditation and curriculum evaluation It occurs at all levels of education systems from the individual student evaluations carried out by classroom teachers to evaluations of schools and districts to district wide program evaluations to national assessments to cross national comparisons of student achievement As in any area of scholarship and practice the field is constantly evolving as a result of advances in theory methodology and technology increasing globalization emerging needs and pressures and cross fertilization from other disciplines The beginning of a new century would seem an appropriate time to provide a portrait of the current state of the theory and practice of educational evaluation across the globe It is the purpose of this handbook to attempt to do this to sketch the international landscape of educational evaluation its conceptualizations practice methodology and background and the functions it serves The book's 43 chapters grouped in 10 sections provide detailed accounts of major components of the educational evaluation enterprise Together they provide a panoramic view of an evolving field **Resources in Education**, 2001 Teacher Quality Cornelia M. Ashby, 2010-02 Policymakers and researchers have focused on improving the quality of our nation's 3 million teachers to raise the achievement of students in key academic areas such as reading and mathematics Given the importance of teacher quality to student achievement and the key role federal and state governments play in supporting teacher quality the objectives for this report included examining 1 the extent that the U S Dept of Education DoE funds and coordinates teacher quality programs 2 studies that DoE conducts on teacher quality and how it provides and coordinates research related assistance to states and school districts and 3 challenges to collaboration within states and how DoE helps address those challenges Illus **Teacher Assessment and the Quest for Teacher Quality** Mary Kennedy, 2010-02-15 **TEACHER ASSESSMENT AND THE QUEST FOR TEACHER QUALITY** Teacher Assessment and the Quest for Teacher Quality is an essential resource that provides school leaders administrators and teacher educators with a wide range of perspectives on the complex issue of teacher quality The book examines assessment in the context of preparation licensure hiring tenure and even dismissal and explores a wealth of relevant topics Comprehensive in scope the handbook includes contributions from leading experts in the field of teacher quality and teacher assessment This important book contains basic information on a variety of approaches to teacher assessment and teacher quality topics including the science and psychology of teacher selection performance based assessments and hiring decisions In addition the contributors explore the role of formative assessments in new teacher induction assessing for teacher tenure various approaches to annual performance assessments assessing teacher

contributions to student achievement and the law regarding teacher dismissals The expert authors also tackle broader assessment issues including the interpretation of assessments standards for teacher evaluation and the inherent dilemma posed by measuring the quality of teaching For the goal of ensuring quality teaching for all our students Teacher Assessment and the Quest for Teacher Quality is an important resource and a lasting contribution to the literature on the topic

Teacher Education Landscapes in India Pranati Panda,2024-09-18 This book examines the unexplored dimensions in the teacher education sector in India It engages with critical concerns and attempts to provide a comprehensive and holistic perspective on how governance and quality management are conceptualised debated developed and implemented in the teacher education sector in India Drawing arguments from research and contributions of academicians the book explores four central themes of teacher education namely governance and management in teacher education management of pre service teacher education quality management in teacher education and financing and political economy of teacher education It focuses on the current operational model situational efficiency and provides a comprehensive analysis of the various reforms and initiatives taken at theoretical and practical levels for the transformation of teacher education Presenting a focused overview of the critical dimensions of teacher education and rich in empirical evidence this book will be of interest to students researchers and teachers of education sociology of education urban education politics of education and educational studies It will also be useful for teachers teacher educators academicians scholars and policymakers in the education sector

Quality of Teacher Education and Learning Xudong Zhu,A. Lin Goodwin,Huajun Zhang,2017-05-03 This edited book is on the theory and practice of teacher education from the most distinguished and experienced scholars in the field around the world In this book they explored the most urgent and significant issues in teacher education in this globalized time The dealing of these issues can directly impact the quality of teacher education and education in general How to improve the quality of teacher education is a global issue that many countries no matter developed or developing face This book provides multiple perspectives to address the challenges and possibilities for improving teacher quality A point needs to further highlight in this book is that the researchers pay more attention to the inner landscape of teachers such as the issue of identity sense of person etc In this book the readers can learn the insights and multiple perspectives of the best scholars in teacher education

Tests and Teaching Quality National Research Council,Board on Testing and Assessment,Committee on Assessment and Teacher Quality,2000-04-14 Improving the quality of teaching in elementary and secondary schools is now high on the nation s educational policy agenda Policy makers at the state and federal levels have focused on initiatives designed to improve the abilities of teachers already in schools and increase the numbers of well qualified teachers available to fill current and future vacancies Tests and Teaching Quality is an interim report of a study investigating the technical educational and legal issues surrounding the use of tests for licensing teachers This report focuses on existing tests and their use

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