

Proposal for paper presentation QUINT2019 – Oslo – abstract

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Title:

Are student perceptions of teaching quality reliable measures for evaluating teaching quality?

Abstract:

Although student perceptions can be used for evaluating the quality of teaching, concerns regarding the reliability of the student scores still remain. This study therefore explored whether student perceptions, measured using the Impact! tool, are reliable measures of teaching quality. The Impact! tool allows students to give feedback to teachers about (a) lesson(s) taught. Data from 26 teachers and 717 of their students were analyzed to find support for the construct validity of the Impact! questionnaire. Moreover, the global and local reliability of the scores was calculated using a combined Item Response Theory and Generalizability Theory model. Results show that there is support for construct validity of the Impact! questionnaire. It was found that student perceptions as measured by the Impact! tool are reliable measurements for evaluating teaching quality. In order to achieve very reliable scores ($> .8$), a sufficient number of measurement moments is needed, at least three. The number of students in class does not affect the reliability of the student ratings of lesson quality. Plans for future research are presented.