

QUINT Conference 2022

'Theorizing and Measuring Teaching Quality: Instruments, Evidence and Interpretations' on 7-10 June 2022 in Iceland

Authors

Anna Kristín Sigurðardóttir, University of Iceland (aks@hi.is)

Berglind Gísladóttir, University of Iceland (berglindg@hi.is)

Hermína Gunnþórsdóttir, University of Akureyri, Iceland (hermina@unak.is)

Abstract

Students Perceptions of classroom climate as a quality indicator of classroom practices

Student's learning is affected by multiple factors. Recent reviews have highlighted that teaching quality at the classroom level is more important for student learning than several other factors. It is, however, debatable what counts as teaching quality and how it can be recognised and measured. Students' well-being is normally included in the general discussions about education but generally not as a dimensions of teaching quality. Here we consider Qvortrup's (2021) definition of academic well-being as a quality factor that refers to students' mindsets and attitudes to their learning environments. In this paper we argue that schools play an essential role in supporting students in developing their social and emotional skills, knowledge, and behaviour, well-being should be a focus point in students' education.

Students' perspectives have been increasingly used when assessing the quality of teaching (Phillips et al., 2021). Students spend more time with teachers than researchers can and therefore have a unique perspective on the quality of teaching that should be considered. Others have pointed out that students' perspectives on teaching quality are not based on professional knowledge and are therefore largely shaped by the teacher's popularity rather than teaching quality (Schulz et al., 2014). In this study we consider students perspectives 'and students' assessments of teaching quality measured with Tripod survey compared to selective elements of the teaching quality measured with the PLATO observation protocol. We especially consider factors relating to students well – being in the classroom and how those factors align with observed factors of teaching quality. Data was collected in ten Icelandic lower secondary schools (grade 8) by video recording 120 lessons in Language Art, Social Science and Mathematics. Preliminary findings indicate that teachers that promoted most care and were able to captivate students, were not necessarily the teachers that scored highest on observed teaching quality indicators.

References

- Phillips, S. F., Ferguson, R. F., & Rowley, J. F. S. (2021). Do They See What I See? Toward a Better Understanding of the 7Cs Framework of Teaching Effectiveness. *Educational Assessment, 00(00)*, 1–19. <https://doi.org/10.1080/10627197.2020.1858784>
- Qvortrup, A. (2021). Long-term consequences of COVID-19 on students' well-being and values. *Education in the North, 28(3)*, 249-273. <https://doi.org/10.26203/kzva-r098>
- Schulz, J., Sud, G., & Crowe, B. (2014). Lessons from the Field: The Role of Student Surveys in Teacher Evaluation and Development. *Bellwether Education Partners*. http://bellwethereducation.org/sites/default/files/Bellwether_StudentSurvey.pdf