

Paper session 5A | Quality in school and researcher collaborations

Room: Tetra

Chair: Inga Staal Jensen, University of Oslo

Informative but only little used – Student ratings of teaching quality in school practice

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A large number of studies have shown that student ratings can provide valuable and reliable information about teaching. However, student feedback as a method to further develop the quality of teaching is rarely used in school practice. Furthermore, there are only few studies investigating teachers' perceived obstacles, but also the potentials of the use of student feedback. In this study, we investigate teachers' perceived expectancy and value components before and after an intervention on the use of student feedback. N = 15 teachers participated in this study and provided information on the general use of student feedback, on four dimensions of perceived costs (financial costs, required effort, emotional and psychological costs) and four dimensions of value (attainment, utility, intrinsic value and democratic participation). The results before the intervention showed that all

teachers used student feedback but in a very unsystematic way. Teachers perceived the utility of feedback very high ($3.24 \leq M \leq 3.73$) and the costs of student feedback rather low ($1.84 \leq M \leq 2.29$). After the intervention, 84.7% of teachers reported wanting to discuss with their students about their lessons but only 47.0% of the teachers want to use a systematic feedback tool. The results show that there is a great willingness and openness of teachers regarding the use of student feedback. However, the practical use of tools seems to be an obstacle.