

Session title: What do educational developers do now? Improving student evaluation of teaching (SET) in a changing HE context

Session type: Lightening Talk

Main presenter(s): Sarah Jones, University of Oxford

Session summary:

This lightening talk presents an ongoing project to improve student evaluation of teaching (SET) at Saïd Business School, University of Oxford. The talk outlines the key issues in the previous SET process and our roadmap to solve these by advocating for good SET principles in the School, as well as standardising and streamlining the SET process. I also sketch out plans for different types of SET to complement the new process.

Session outline:

Student evaluation of teaching (SET) is a central element of course design and enhancement (Otani et al., 2012), although many SET practices fail to capture student learning outcomes (Boring et al., 2016). How should SET processes change in the face of a move towards blended learning in HE, and what do these changes mean for the role of the educational developer?

This lightening talk presents an ongoing project at the Saïd Business School, University of Oxford to improve SET process and change the School's culture of student feedback. The paper also reflects on the changing nature of the educational developer's role regarding changing attitudes towards what was once understood as a divide between online and in-person teaching.

Firstly, I identify the key issues that inhibited effective SET at the School. These included, but were not limited to, low response rates, the failure to close feedback loops, and the reliance on personalised SET data. Academic staff attitudes towards SET and a lack of School-wide approach to SET also contributed to poor SET data. Secondly, I outline key milestones in this project to date. These include running pilot schemes with the guidance of academic staff and programme teams; setting out key principles of good SET and the potential impact of effective SET; gaining support from the Senior Management Team for a more effective and streamlined SET process. Thirdly, I sketch out further plans for projects to complement the new SET process, such as regular reviews and piloting new SET forms such as a longitudinal survey of MBA students.

Finally, my talk reflects on the role of the educational developer in proactively changing attitudes towards SET and advocating for improved student learning outcomes in a new age of hybrid and/or blended HE teaching.

References:

Boring, A., Ottoboni, K., & Stark, P. (2016). Student Evaluations of Teaching (Mostly) Do Not Measure Teaching Effectiveness. *ScienceOpen Research*. <https://doi.org/10.14293/S2199-1006.1.SOR-EDU.AETBZC.v1>

Otani, K., Kim, B. J., & Cho, J.-I. (2012). Student Evaluation of Teaching (SET) in Higher Education: How to Use SET More Effectively and Efficiently in Public Affairs Education. *Journal of Public Affairs Education*, 18(3), 531–544. <https://doi.org/10.1080/15236803.2012.12001698>