This booklet is a guide for teachers wishing to develop their own teacher evaluation questionnaire to be filled out by students. The first part contains an outline for constructing the questionnaire and giving directions to students. The second part contains illustrative questions under the topics of: general evaluation of the course; course purposes and goals; course content and resources; course organization and methods; teacher knowledge of subject matter; teacher personality; human relations in the classroom; encouragement of thinking; assignments; testing, evaluating, marking; and the amount of time and work on a course. The questions under each topic are divided into three categories: open-ended; check-list; and rating scale. It is suggested that the teacher select questions from the topics and categories he prefers, and that he then use the outline to set up his own questionnaire. The booklet also includes a five-page annotated bibliography on different theories and methods of teacher evaluation. (RT)
Student Evaluation of Teaching and Learning

ILLUSTRATIVE ITEMS FOR TEACHER SELF-EVALUATIVE INSTRUMENTS

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THE AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

1962

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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PREFACE

The results of a recent questionnaire survey of more than 1200 college teachers indicated considerable interest in trying out evaluative questionnaires or check lists to be filled out by their students. The survey also revealed that many instructors interested in such self-evaluation are unable to locate questionnaires or items appropriate to their individual needs.

The 291 items in this report are offered to meet the varied needs of teachers with differing course objectives, content, and teaching procedures. Certainly no one instructor will want to use more than a limited number of the items.

The presentation in "cafeteria style" of this large number and great variety of evaluative items is based on the assumption that it is generally desirable to provide the instructor with raw material to consider against the background of his own teaching goals and procedures. He then can fashion his own evaluative questionnaire or tool, selecting some items from this publication, modifying others, and developing or creating additional items. In selecting desirable items, the instructor should depend upon his purposes in gathering reactions from his students. The reader will note that there is a choice of items designed to assess reactions on the same factor. If the teacher desires to compare his teaching goals or procedures with those of other instructors, then he should select or formulate items geared to this purpose. On the other hand, if the instructor is primarily interested in identifying specific areas where students see weaknesses in his course or his teaching, then items should be included which help achieve this goal.

New data can be compared with that kept on file from earlier classes. Differences can give clues to improvements needed or accomplished.

In some institutions the faculty or departments of the institution may wish to formulate and use questionnaires employing items from this publication as source material. The grouping of items under Chapter Two in the Table of Contents can aid the instructor in locating items in those areas with which he is concerned. For example, if he wants to obtain student reactions to his assignments he will note in the Table of Contents under IX (Assignments) that items numbered 202 to 205 are open-ended ones related to assignments; items 206-225 are check-list ones; and items 226-230 suggest rating scales. In developing and selecting items and in formulating a questionnaire, the instructor should probably keep these questions in mind:


2The writers gratefully acknowledge the encouragement and help of their colleagues and of the Subcommittee on the Improvement of Instruction of The American Association of Colleges for Teacher Education. In addition to the senior author of this report, the Subcommittee consisted of Chairman Harold E. Hyde, Paul M. Allen, W. E. Engbretson, Carl Gross, Harry B. Heflin, Richard E. Lawrence, Truman M. Pierce, and Herbert Schueler.
(a) What do I think is important to improve in my teaching? (b) In what areas do I believe existing departmental or other restrictions will permit me to change? (c) In what areas am I willing to change?

There is the implicit assumption here that continuous feedback from learners on their course experiences may cause the instructor to re-examine and revise his teaching goals and procedures. There is some evidence that this may result in improved instruction.

The writers believe that instructors can learn much by sharing their experiences in using student evaluation of teaching and learning. The sharing of items and results with a colleague may be useful. It is also suggested that not only are classroom visitations and discussions with colleagues profitable but also that more publications describing feedback experiences and findings would be valuable.

R.H.S.
J.M.S.

March 1962
Chapter One

HOW THE INSTRUCTOR CAN DEVELOP
HIS OWN EVALUATIVE TOOL

The material in this bulletin is arranged so that the instructor can set up and develop his own evaluative tool. First the instructor may wish to consider what information about the students and class is pertinent and desired. Then he can decide on the areas about which he would like to get student reactions. After the areas have been selected he next decides on the form or forms of the questions. And finally he selects from Chapter Two the specific items that most nearly relate to his teaching goals and procedures, modifies other items, and prepares new items.

For example, the areas about which information might be solicited by a particular instructor may be: (a) course purposes and goals (Area II), (b) teacher personality as seen by the students (Area VI), and (c) student reactions to assignments (Area IX). The instructor may decide to use some open-ended questions and some check-list items. He then sets up his own custom-tailored evaluative tool to get the reactions from his students.

The following framework might be used by the instructor in building his own student-evaluation of class and of instructor:

I. Identifying Data. Suggestions can be found below.
II. General Directions to Students. Suggestions on pages 2-3.
III. Specific Directions for:
   A. Open-ended items. Suggestions on pages 3-4.
   B. Check-list items. Suggestions on pages 4-5.
   C. Rating-scale items. Suggestions on pages 5-7.
IV. Ranking and Forced-Choice Approaches to Student Evaluation of Teaching and Learning. Suggestions on pages 7-10.

I. Identifying Data. (The instructor may choose items relevant to his course and to his purposes in teaching the course.)

Date ___________________________ Course number ___________________________
Course title ______________________ Class ________________________________
Major of student ___________________ Year in school ________________________
Instructor’s name __________________ Sex of student _________________________
Age (nearest birthday) ________________
Why are you taking this course? (Check items that apply.)

1. ______ It is required.
   a. _____ Required but I would have taken it anyway.
   b. _____ If not required I would not have taken it.

2. ______ Chosen from a group of courses, several of which are required.

3. ______ It is an elective course.

4. ______ Popularity of the instructor.

5. ______ A "snap" course.

6. ______ It was suggested by: (underline which) advisor, friend, parent, ______ other (write in)

7. ______ Other reasons for taking this course: (please specify)

II. General Directions to Students. (The instructor may wish to select from among the following sample directions, modify them, and add to them.)

A. Illustrative directions related to purpose of questionnaire

1. The primary purpose of asking you to give your opinions on the following questions is to improve the course.

2. This questionnaire is designed to get your judgments on the value of this course. These will be used to assist the instructor in making the course more beneficial.

3. Your teacher has requested that you be asked to answer this questionnaire. The completed questionnaires or the results will be given to the instructor for his use. (Note: Appropriate when the form is distributed by an administrator or supervisor.)

4. The purpose of this questionnaire is to help your instructor discover his strong and weak points.

5. This questionnaire is designed to give your teacher a better understanding of the areas in this course that need strengthening.
B. Illustrative directions related to ways in which to respond to questions

1. The teacher would appreciate your frank opinion of the work in this course.
2. It is requested that you do not put your name on this paper or make any other marks on the paper that could identify you.
3. By giving thoughtful responses you can help the instructor evaluate his teaching effectiveness.
4. You may wish to print your answers rather than write them out.
5. Please comment freely on any points which you feel will clarify your answers. Teachers frequently find such comments extremely valuable.

C. Illustrative directions related to the disposition of questionnaires

1. Please be completely frank in answering this questionnaire. Your answers will be seen only by your instructor; they will not be seen by other teachers or administrators.
2. A group or committee of students will collect your papers (questionnaires) and hold them until your marks are in. (Note: This would apply to end-of-semester evaluation.)
3. Your comments will be considered confidential. You are asked to sign your evaluation (on the cover sheet which will be detached later), but your name will not be used in any report of results to the instructor or any one else. (Note: Useful when questionnaire is given by administrator or supervisor.)

III. Specific Directions and Examples for: A. Open-ended items, B. Checklist items, and C. Rating-scale items.

A. Directions and examples for open-ended items. (For use with all "A" items listed under Areas I through XI of Chapter Two.)

Please give your frank opinion on each of the following questions.

Examples A1

What were your most stimulating and challenging experiences in this course?

What were your least stimulating and challenging experiences in this course?
What specific things do you believe might be done to improve this course?

Example A2

Indicate the strengths and weaknesses of each of the following as used in this course: text(s), lectures, discussions, small group sessions, films, speakers, fieldtrips, library materials, assignments, grades, examinations. (The teacher will, of course, select only those which apply.)

Example A3

The words and phrases below relate to this class. After each write your feelings or reactions. Each student sees his class differently, and I am interested in your reactions to this class. Will you please express how you feel, frankly and completely.

The way this class is being taught:

The assignments:

Other persons in the class:

I, as a member of this class:

What I have learned in this course:

Our class discussions:

The organization of this course:

The books we are using:

The content of this course:

The teacher's feelings about me:

(Note: The instructor may wish to leave more space between items than has been left above.)

B. Directions and examples for check-list items. (For use with all "B" items listed under Areas I through XI of Chapter Two.)

Check as many of the following items as apply. You may wish to jot down the reasons for your checks right after some of the statements.
Example B1

Assignments (in general):

_____ Challenging to student.

_____ Encourage wide range of voluntary reading.

_____ Too long   _____ Too difficult   _____ Not clear

_____ Too short   _____ Too easy  _____ Clear

Comments: Feel free to add other comments about the assignments.

Example B2

There follows a list of adjectives. Put a circle around each one that you believe describes the instructor of this course. Leave unmarked any which do not apply.

- adaptable
- bitter
- boastful
- bossy
- calm
- capable
- cheerful
- clear-thinking
- complaining
- conscientious
- considerate
- cooperative
- demanding
- dependable
- depressing
- egotistical
- evasive

- fair-minded
- foolish
- frank
- friendly
- hostile
- immature
- industrious
- inspiring
- intelligent
- intolerant
- kind
- mature
- modest
- noisy
- practical
- prejudiced
- progressive

- quarrelsome
- resentful
- resourceful
- selfish
- snobbish
- sociable
- superstitious
- suspicious
- sympathetic
- tactless
- understanding
- unintelligent
- unkind
- unstable
- warm
- weak
- witty

C. Directions and examples for rating-scale items. (For use with all "C" items under Areas I through XI in Chapter Two.)

Indicate your response by checking in the appropriate place on each of the following items.

Example C1

On the scale below check the point on the line which best describes the course or the instructor. Use the space below to write any comments you may wish to make.
Instructor's knowledge of subject:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poorly</td>
<td>Moderately</td>
<td>Extremely</td>
<td></td>
<td></td>
</tr>
<tr>
<td>informed</td>
<td>well informed</td>
<td>well informed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

(Note 1: This can also be made into a 3, 7, 9 or some other point scale.)
(Note 2: The sample scale has three statements. Fewer or more statements can be used.)
(Note 3: The instructor may wish to place some of the favorable ends of the scales on the left side of the page.)
(Note 4: The format C2 below can also be used.)

Example C2

Check the answer that seems most accurate to you.

Instructor's attitude toward student thinking:

_____Strongly encourages expression of student viewpoint.

_____Usually permits student expression of opinion.

_____Allows little student expression.

_____Allows no expression of student viewpoint.

Example C3

The words below might describe a person such as your instructor. Please put an X at some position on the scale between each pair of words to show your feelings or reactions. If neither word is appropriate to describe your instructor, mark N in the middle of the scale. Please express your feelings candidly.

My instructor_________Name of instructor

Mark N if it does not apply

| Friendly | | Unfriendly |
|---------| |------------|
| Fair    | | Unfair     |

(The paired terms below can be placed on same type of scale as those above.)
IV. Ranking and Forced-Choice Approaches to Student Evaluation of Teaching and Learning

In addition to the open-ended questions, check-list items, and ranking-scales which will be illustrated in Chapter Two, there are other ways the teacher can obtain evaluative comments from students. Three of these approaches are illustrated below: A. Ranking courses, B. Ranking of course experiences, and C. Forced-choice method.

A. Framework for Ranking Courses

1. List the courses you are now taking. Rank them in terms of estimated value to you. Put a "1" after the most valuable course, a "2" after the next most valuable course, and so on till you have ranked all your courses including the one you are taking with me. (Note that these directions could easily be modified to provide for the ranking of courses in English, mathematics, graduate courses, etc.)

2. a. Describe your reason(s) for selecting the first course as the most valuable.

b. Give reason(s) for designating the least valuable course.

B. Illustrative Framework for Ranking Course Experiences

Below is a list of some of the experiences you have had in this course. Rank them in order of the importance you think they have had or will probably have on your attitudes and behavior.
Put a "1" in front of the most important experience, a "2" in front of
the next most important experience, and so on.

___ Working on individualized assignments
___ Role playing
___ Using of multiple texts
___ Working in small groups in class
___ Listening to full period lectures
___ Participating in full period discussions
___ Writing anecdotal records

(Other: write in)

(Other: write in)

C. Framework for Forced-Choice Method

1. In each group, rank the statements as you believe they apply to your instructor. Give a rank of "1" to the phrase which most applies, a rank of "2" to the phrase which next most applies, and so on:

___ Plans the content of the course with students.
___ Instructor’s examinations require thought and application of ideas.
___ Fair in dealing with students.
___ Enthusiastic about the subject.

2. Check the two statements in each group which are most descriptive of the instructor.

Example A:

___ 1. Patient with slow learners.
___ 2. Aims of lessons clearly presented.
___ 3. Keeps interest and attention of class.
___ 4. At ease before class.
Example B:

<table>
<thead>
<tr>
<th>Most</th>
<th>Least</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Fine personal bearing.</td>
</tr>
<tr>
<td>2.</td>
<td>Adapts readily to new ideas.</td>
</tr>
<tr>
<td>3.</td>
<td>Is well qualified in subject matter.</td>
</tr>
<tr>
<td>4.</td>
<td>Puts class at ease.</td>
</tr>
</tbody>
</table>

Example C:

<table>
<thead>
<tr>
<th>Most</th>
<th>Least</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Knows his subject extremely well.</td>
</tr>
<tr>
<td>2.</td>
<td>Encourages students in critical thinking.</td>
</tr>
<tr>
<td>3.</td>
<td>Lectures clearly.</td>
</tr>
<tr>
<td>4.</td>
<td>Assignments are challenging.</td>
</tr>
</tbody>
</table>

3. In each group check one statement which is most descriptive and the one which is least descriptive of the instructor.

Example A:

<table>
<thead>
<tr>
<th>Most</th>
<th>Least</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Fine personal bearing.</td>
</tr>
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<td>3.</td>
<td>Is well qualified in subject matter.</td>
</tr>
<tr>
<td>4.</td>
<td>Puts class at ease.</td>
</tr>
</tbody>
</table>

Example B:

<table>
<thead>
<tr>
<th>Most</th>
<th>Least</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Gives me practice in intellectual activities I am likely to use outside of school.</td>
</tr>
<tr>
<td>2.</td>
<td>Seems interested in my welfare as a learner.</td>
</tr>
<tr>
<td>3.</td>
<td>Leads discussions in an interesting and intellectually stimulating fashion.</td>
</tr>
<tr>
<td>4.</td>
<td>Seems to have other concerns more important than his teaching.</td>
</tr>
</tbody>
</table>
Example C:

<table>
<thead>
<tr>
<th>Most</th>
<th>Least</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Openmindedness in accepting student responses.</td>
</tr>
<tr>
<td></td>
<td>2. Poses significant questions.</td>
</tr>
<tr>
<td></td>
<td>3. Good sense of humor.</td>
</tr>
<tr>
<td></td>
<td>4. Friendly attitude toward students.</td>
</tr>
</tbody>
</table>

(Note 1: In Chapter Two, Area VI, Teacher Personality, the instructor can find other items which he might wish to use in the forced-choice type of items illustrated above.)
Chapter Two

ILLUSTRATIVE EVALUATION ITEMS IN THREE FORMS
(A. OPEN-ENDED, B. CHECK LIST, C. RATING SCALE)

I. General Evaluation of the Course

A. Open-Ended Illustrations

1. What were your most stimulating and challenging experiences in this course?

2. What were the least worthwhile experiences you have had in this course?

3. This course would have been more valuable to me if:

4. What would you say to a friend who asks you about taking a course with this teacher?

5. What do you regard as the course's major strengths?

6. What do you regard as the course's major weaknesses?

7. How can the course weaknesses be diminished?

8. I would suggest strongly that the following be retained when the course is given again:

9. What aspects of the course did you like particularly?

10. What do you consider to be one or more best features of this course?

11. What are the one or more least satisfactory features of the course?

12. How would you estimate the long-time usefulness of this course for you? Mention any strengths or weaknesses related to content, teaching approach, outside assignments, practical value, resources, instructor. Feel free to comment upon any other aspects of the course not included above.

13. How would you rate this course in comparison to your other courses? Why?

14. How well are you satisfied with your own efforts in this course?
15. What suggestions do you have for improving this course?
16. What did you find of most value in the course?
17. What did you find least valuable to you in the course?
18. What did the teacher fail to do that you felt would have been beneficial to you?
19. On which aspects or parts of the course do you have the most favorable opinion? Least favorable?
20. Are there any specific factors or problems that contribute to the success or lack of success of this course? Specifics making for success: Specifics making for lack of success:

B. Check-List Illustrations

21. _____I am profiting much from this class.
22. _____This course is helping me to answer some questions that I have had for a long time.
23. _____This course is interesting and rewarding.
24. _____The class stimulates me to explore further aspects of the subject matter.
25. _____This course is too general.
26. _____This course puts too much emphasis on details.
27. _____This course is challenging to me.
28. _____This course encourages me to learn on my own initiative.
29. _____This course fails to interest or challenge me.

C. Rating-Scale Illustrations

30. How do you like this course as compared with other courses you have had, including those you are now taking?
   one of the best above average below average one of the poorest

31. How would you describe the attitudes of the class toward this course?
   very favorable fairly favorable average slightly unfavorable highly unfavorable
32. Comparing this course with the other courses you are taking, how much do you feel you have learned about the subject matter?
   I've learned: less from this course than from any other
   less than the average course
   about as much as the average course
   more than the average course
   more than in any other course

33. If you were considering taking another course, would the fact that it was taught by the same teacher as this course be:
   an added reason for taking it?
   an added reason for not taking it?
   immaterial?

34. To what extent has this course made you think?
   very much
   somewhat
   a good deal
   very little
   average

35. How do you estimate the value of this course to you?
   the most valuable
   highly valuable
   of average value
   of little value
   of no value

36. In your judgment this instructor ranks, in comparison with other instructors?
   in the highest fifth
   in the next to highest fifth
   in the middle fifth
   in the next to the lowest fifth
   in the lowest fifth

37. Disregarding the teacher and the way the course was taught, how do you rate the subject matter of the course?
   like very much
   like fairly well
   neither like nor dislike
   dislike the subject
   strongly dislike

38. How do you regard the class sessions?
   never want to miss them
   seldom want to miss them
   do not care whether I attend
   prefer not to attend
   dislike attending them

39. In relation to the courses I am now taking, this course is:
   very theoretical
   somewhat theoretical
   average in balance between theory and practical applications
   somewhat practical
   closely related to practical applications
II. Course Purposes and Goals

A. Open-Ended Illustrations

40. To what extent do you understand the purposes and goals of the course? As you consider the course, what do you think they are?

41. What should the teacher do to make the goals of the course clearer and more understandable?

42. Are the purposes and goals of this course being attained? In what ways?

43. Do you feel that the goals of this course have practical applications for you? Please explain.

B. Check-List Illustrations

44. Purposes of course reasonably clear.

45. Students helped to set goals.

46. Teacher tried to dictate goals without student help.

47. Teacher concerned with long-time values of course to student.

C. Rating-Scale Illustrations

48. Course objectives? clear and understandable vague at times difficult to determine

49. How much class time did the teacher and students spend in developing the goals, objectives, and purposes of this course? does not apply teacher determined course objectives, course goals and purposes not mentioned too little time about the right amount too much

III. Course Content and Resources

A. Open-Ended Illustrations

50. Comment on each of the following resources used in this course: text(s), films or other audio-visual devices, speakers, student panels, library materials, field trips. Please give reasons for your reactions.
51. In general, what did you like and what did you dislike about the textbook(s)?

52. Give the numbers of the one, two, or three chapters of the text(s) which you found most interesting. Please give reasons.

53. Give the numbers of the one, two, or three chapters in the text(s) which you found least interesting. Please give reasons.

54. To improve the course, what additional materials or other resources would you suggest?

55. What suggestions do you have for additions or improvements in the bibliography (references) used in the course?

56. To what extent have the outside readings in the course been useful to you?

57. To improve the course, what changes in its content would you suggest?

58. How do you feel about the readability for you of the textbook in this course?

B. Check-List Illustrations

59. Good use made of resources: (Check those that apply)
___libraries, ___outside speakers, ___students, ___films, ___field trips, ___other instructors.

60. Course content: (Check as many as apply)
___related to other areas of knowledge, ___challenging, ___related to students’ interests, ___obvious, ___thought provoking.

61. Textbook(s): ___readable, ___interesting, ___well organized, ___too difficult, ___too much reliance on, ___too elementary.

62. This course provided too much coverage of materials already well known to me. ___

C. Rating-Scale Illustrations

63. The course content has been:
  ___very valuable ___of little value
  ___somewhat valuable ___of no value

64. In relation to my textbooks in other courses this semester, the textbook(s) in this course is (are):
  ___very difficult ___easy
  ___difficult ___very easy
  ___average in difficulty ___
65. How valuable and "meaty" is the content of the course?
   - everything is valuable
   - much is valuable
   - fair amount is valuable

   - course is often thin in content
   - course contains very little of value

66. The content of this course is:
   - mostly new to me
   - partly new
   - very little new

IV. Course Organization and Methods

A. Open-Ended Illustrations

67. How can the teacher improve in his methods of teaching?

68. What did you like about the instructor's way of teaching?

69. What did you not like about the instructor's method of teaching?

70. What parts of the course do you think have been well taught?
    Poorly taught?

71. How would you evaluate the class lectures?

72. How would you evaluate the class discussions?

73. What would you say are the greatest general advantages and disadvantages of the teaching procedures used in this course?

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
</table>

B. Check-List Illustrations

74. Course well organized by teacher alone
75. Course well organized by teacher and students
76. Course poorly organized by teacher and students
77. Course poorly organized by teacher alone
78. Lectures generally profitable
79. Group discussions generally profitable
80. Not enough class discussion
81. Too much class discussion
82. Atmosphere too formal
83. Atmosphere too informal
84. The course impressed me as being up to date
85. The course is out of date
86. Teacher provides ample opportunity for discussion
87. Teacher clarifies issues
88. Too much time used by a few students
89. Teacher encourages all to participate in discussions
90. Teacher gives students many chances to make decisions concerning work of the class
91. Teacher maintains good balance between pupil and teacher participation
92. Teacher makes visible effort to improve teaching-learning situation
93. Teacher criticizes constructively
94. Course seems to give appropriate weight to various subjects

C. Rating-Scale Illustrations

95. How well does the instructor assist students in knowing why they are learning certain things?
   among the best instructors I have had in this respect
   better than most instructors
   about average in this respect
   below average (not as good as most instructors)
   among the poorest instructors I have had

96. How much opportunity did you have in class sessions to express your own opinion and ideas?
   as much as I wanted or was able to use
   more than in the average class
   as much as in the average class
   less than in the average class
   practically none

97. How much opportunity did you have in class sessions to develop skill in working with others?
   all I could possibly use
   very little
   more than an average amount
   none
   an average amount
98. Teacher’s attitude toward questions:
   skillful in drawing out questions
   encourages questions
   avoids certain questions
   ignores most questions

99. Teacher’s ability to explain:
   the instructor’s explanations usually puzzle me
   I frequently feel the instructor can make points clearer
   I usually understand the instructor’s explanations
   the instructor’s explanations are always clear

100. Availability of instructor for consultation:
   instructor always available for consultation
   sometimes could not find instructor at arranged times
   impossible to see instructor—never seemed available
   had no occasion to consult instructor

101. Sense of proportion:
   achieves desirable balance between important topics and details
   occasionally stresses details, neglects important topics
   often neglects important topics for unimportant details

102. Course activities are:
   in line with course objectives
   related but not wholly in line with course objectives
   poorly organized; course objectives slighted
   confusing; no relation to course objectives

103. Class discussion:
   highly valuable
   largely a waste of time
   often unprofitable

104. How do you feel about the teaching procedures (e.g., lectures, discussions, small groups, independent work, etc.) in this course?
   are unusually valuable learning experiences
   I am well satisfied with these teaching procedures, an interesting learning experience
   on the whole I am satisfied with these teaching procedures,
   I have no strong feelings one way or the other about teaching procedures
   a somewhat disappointing learning experience
   on the whole I am quite dissatisfied with these teaching procedures, a very disappointing learning experience
V. Teacher Knowledge of Subject Matter

A. Open-Ended Illustrations

105. In comparing this teacher with the teachers you are now having:

a. To what extent would you say he knows the subject matter of course?

b. How extensive would you say his cultural background is?

106. The instructor's knowledge was best illustrated in which part(s) of the course?

107. In which area(s) do you feel the instructor's knowledge is weak?

108. The teacher seems to have much information on:

109. The teacher seems to know little about:

B. Check-List Illustration

110. Instructor: ___ sticks close to book, ___ has to look at textbook to answer questions raised by students, ___ often says: "look it up yourself," ___ rarely makes suggestions about where to get additional information on subject, ___ suggests many new and stimulating ideas about subject studied, ___ gives complete, adequate, and satisfying answers to questions, ___ shows evidence of broad cultural background, ___ fails to enrich discussions with illustrations from related areas, ___ knows subject matter, but has strong prejudices in favor of some aspects, ___ appears to have serious gaps in his knowledge of subject matter in course area, ___ tries to bluff when he doesn't know the facts, ___ knows the field well enough but frequently goes off on tangents.

C. Rating-Scale Illustrations

111. To what extent does the work of the instructor impress you as indicating mastery in the field of this course?

very markedly   little
markedly   very little
average

112. Instructor's preparation for class session:

frequently forgets teaching materials; obviously unprepared
apparently does a minimum of preparation
well prepared
outstanding
113. Instructor's knowledge of subject:
   seems to know the subject extremely well
   knows the subject well
   seems moderately well-informed
   appears to be poorly informed

114. How much evidence is there that the instructor has broad experience in his field aside from book knowledge?
   frequent evidence
   a little evidence
   fair amount of evidence
   no evidence

VI. Teacher Personality

A. Open-Ended Illustrations

115. What traits of the teacher would you particularly like to have as your own?

116. Considering the teacher as a person, as well as a teacher, what changes would you recommend that he make in his personal behavior, his traits, his mannerisms, his approach to students?

117. Does the teacher have any annoying habits, either of speech or action, that you wish he would break? If so, please name them.

118. What is there about this instructor that you especially like or dislike? List his good points and poor points.
   Good          Poor
   1.            1.
   2.            2.
   3.            3.
   4.            4.
   5.            5.

B. Check-List Illustrations

119. Enthusiastic about subject

120. Attitudes toward students: (Check those which apply)
   ___ accepting, ___ nonaccepting, ___ intolerant, ___ tolerant,
   ___ pleasant, ___ unpleasant, ___ shows favoritism, ___ shows
   no favoritism, ___ disregards ideas of individuals, ___ accepts
   ideas of individuals, ___ disregards feelings of individuals,
   ___ is sensitive to feelings of individuals, ___ autocratic,
   ___ democratic, ___ sarcastic, ___ kindly in comments,
   ___ impatient, ___ patient, ___ discourteous, ___ courteous,
   ___ friendly, ___ unfriendly, ___ consistent, ___ inconsistent,
   ___ hurried in class activities, ___ at ease at all times,
   ___ untroubled by problems developing in the classroom,
   ___ frequently depressed, ___ cheerful, ___ monotonous,
   ___ dynamic.
121. Fails to command the respect of the class
122. Listless
123. Antagonizes students
124. Energetic and forceful
125. Ill-mannered
126. Displays sympathy and understanding
127. Fair in dealing with students
128. Fails to admit the limitations of his knowledge
129. Expression is crude
130. Avoids difficult questions which students bring up in classes
131. Teacher speaks: ___too slowly, ___too loudly, ___too softly, ___too rapidly, ___too much about himself, ___in a monotone, ___in a pleasing and well-modulated voice.
132. Makes fun of students
133. Is too petty and unnecessarily critical
134 Refuses to admit error after making a mistake or a misstatement
135. Shows definite relief when the class period is over
136. Unwilling to give individual help outside of class
137. Appears bored and shows little interest in teaching
138. Has poor sense of humor
139. Has good sense of humor
140. Has an irritating mannerism(s) or gesture(s). Please list
141. Uses certain expressions too often
142. Boastful
143. Understands student needs and problems
144. Interested in student views
145. Treats students in a way their maturity warrants
146. Takes constructive criticism easily

C. Rating-Scale Illustrations

147. Instructor as a "human being":
   attractive personality, would like to know him
   satisfactory personality
   rather unattractive personality
   not the kind of person you would like to know

148. Attitude toward student effort:
   exceptionally appreciative of student effort
   encourages effort
   occasionally recognizes effort
   indifferent to effort
   discourages

149. Instructor's attitude:
   discourages and depresses me
   contributes little to my development
   stimulates me to improve
   serves as a real inspiration to achievement

150. Range of interests and culture:
   instructor has very broad interests and culture; frequently
   relates course to other fields and to present-day problems

   instructor has fair breadth of interests and culture; occasion-
   ally relates subject to other fields and to present-day
   problems

   instructor is narrow in his interests and culture; seldom
   relates subject to other fields or to present-day problems

151. When there are conflicting theories in a field, it is desirable
   for an instructor to present all sides of the point in question.
   From this standpoint the instructor may be said to be:
   almost always intolerant of any point of view but his own
   sometimes open-minded, sometimes intolerant
   usually open-minded, rarely intolerant
   almost always open-minded

152. Tolerance:
   welcomes differences of opinion
   somewhat impatient when students oppose his views
   easily aroused to temper by opposition
153. Tolerance:  
recognizes and upholds right of student to have and express  
differences of opinion  
tolerates but does not welcome opposing student opinions  
tolerant of student opinion

154. Ability to express thought:  
words come easily, meaning always clear  
some hesitation for words, meaning sometimes not clear  
much hesitation for words, meaning often not clear

155. Interest and enthusiasm of instructor:  
very enthusiastic and interested  
seems only mildly interested  
course seems irksome to him

156. Self-confidence:  
sure of himself; meets difficulties with poise  
fairly self-confident; occasionally disconcerted  
hesitant, uncertain

157. Mannerisms:  
no mannerisms which distract or annoy  
occasional mannerisms which distract but which do not annoy  
mannerisms which annoy

158. Sense of humor:  
has keen sense of humor  
humor occasionally but not often exhibited  
shows little or no humor

159. Attitude toward students:  
sympathetic, helpful, actively concerned  
moderately sympathetic  
routine in attitude--avoids individual contact  
distant, aloof, cold

160. Instructor's willingness to help students:  
always willing to help  
usually willing to help  
unwilling to help

161. The teacher:  
welcomes conferences and exerts himself to be understand- 
ing and helpful  
tolerates conferences and is sometimes helpful to student  
seems to be too busy to afford much time or thought to the  
student's problems

23
162. Open-mindedness of teacher:
- welcomes differences of viewpoint
- tolerant
- does not encourage differences of opinion
- dogmatic, does not accept contradiction of his viewpoint

163. Attitude toward teaching:
- seems to be enthusiastic about teaching
- sometimes enthusiastic; sometimes not enthusiastic
- seems indifferent
- does not seem to enjoy teaching

164. Instructor’s prejudices and biases:
- does not seem to have personal convictions
- has personal convictions but tries to present both sides of the story
- has strong personal convictions and attempts to produce students who will share his point of view to the exclusion of all others

165. Personal appearance:
- is always neatly dressed
- usually is neatly dressed
- often untidy
- slovenly and haphazard

166. Voice:
- voice audible
- voice somewhat disquieting
- voice distractive
- voice scarcely audible

VII. Human Relations in the Classroom

A. Open-Ended Illustrations

167. Why is your relationship with the instructor better or worse than with other instructors?

168. What is the general “climate” of the classroom (e.g., relaxed, tense, warm, cold, friendly, hostile, etc.)?

169. How do you find the relations between teacher and pupils in this course as compared with other courses you are now taking?

170. How do you find the relations between students in this course as compared with other courses you are now taking?

B. Check-List Illustrations

171. Students: (Check those which apply)
- enter freely into activities,
- appear relaxed,
- are orderly without specific directions from the teacher,
- are noisy, disturbing,
- work concentratedly,
- are restless,
- participate half-heartedly,
- are rude to teacher and/or each other.
172. Students feel free to discuss various aspects of the course with the teacher.

173. Teacher seldom available for conference with student.

174. Students feel free to discuss personal problems with teacher.

175. Teacher encourages free expression of ideas.

176. Teacher provides students with many opportunities to make decisions.

C. Rating-Scale Illustrations

177. What is the feeling between the instructor and the students?
   - excellent mutual understanding and good will
   - better human relations than in most classes
   - about average
   - not as good rapport as in most classes
   - little mutual understanding, poor human relations

178. Instructor's attitude toward students:
   - always courteous and considerate
   - usually courteous and considerate
   - unsympathetic and inconsiderate
   - arouses antagonism of students

179. Instructor's fairness:
   - absolutely fair and impartial to all
   - usually fair
   - has some favorites in class
   - constantly shows partiality

180. If I have a problem relating to the course, my instructor:
   - seems definitely annoyed when I wish to discuss it with him
   - discusses it with me, but acts as though I am bothering him
   - seems willing to discuss it with me
generally acts as though he wants me to discuss it with him
definitely encourages my discussing such problems with him

181. Class decisions:
   - meets difficult situations with poise and confidence
   - occasionally loses poise
   - frequently loses control

182. Class atmosphere:
   - too formal and uncomfortable
   - formal but not strained
   - warm, democratic; class and instructor work together
183. Student-instructor planning:
instructor encourages student participation in planning and
organizing class objectives and activities
instructor allows students' suggestions and criticisms to
influence his plans for class objectives and activities
planning is chiefly by instructor; instructor is indifferent
to students' criticisms and suggestions
planning is by instructor, and student participation is dis-
couraged

184. The group methods used have been:
very valuable                      of little value
somewhat valuable                  of no value

VIII. Encouragement of Thinking
A. Open-Ended Illustrations
185. Are you doing more reading, work, or research on your own
as a result of taking this course?
186. In comparison to other courses you are taking, to what extent
has this course made you think?
187. How can the instructor foster student thinking?

B. Check-List Illustrations
188. Helps students develop critical attitudes
189. Helps students develop scientific attitudes
190. Encourages students to think
191. Dogmatic, intolerant of disagreement
192. Encourages and values disagreement
193. Encourages students to search for disagreement

C. Rating-Scale Illustrations
194. To what extent has this course encouraged you to think?
very much                       little
much                           very little
195. Do the instructor and the course stimulate independent thinking?
   to an unusual degree
   much
   moderately

196. Instructor stimulates thinking:
   frequently
   occasionally
   infrequently

197. Instructor's respect for student thinking:
   ideas of students not welcomed
   ideas of students accepted but not encouraged
   free expression of ideas encouraged

198. The stimulation of free and critical thinking:
   student is stimulated to do free and independent thinking
   some opportunity for free and independent thinking
   free and independent thinking is not a conscious part of the course
   discourages free and independent thinking
   student feels he will be penalized for free and independent thinking

199. Instructor's attitude toward student thought:
   encourages expression of student viewpoint
   welcomes differences in viewpoint
   tries to be unbiased
   makes a one-sided approach to topics
   extremely biased, allows no points of view different from his to be expressed

200. Instructor's stimulation of intellectual curiosity:
   inaptures students to seek more knowledge on subject
   maintains students' interest in subject
   occasionally interesting
   often dull
   destroys interest in subject

201. Abundance of novel and stimulating ideas and viewpoints:
   occasionally new and stimulating ideas
   hardly any new and stimulating ideas developed
   bland and routine class activities

IX. Assignments

A. Open-Ended Illustrations

202. What do you think of the assignments in this course?

203. What are your suggestions for improving the assignments in this course?
204. To what extent do the assignments challenge you?

205. Of what help are the assignments to you?

B. Check-List Illustrations

206. Challenging to students

207. Assigned papers evaluated to help me improve in my learning.

208. Assigned papers returned by teacher in a reasonable time.

209. Assigned papers not returned by teacher in a reasonable time.

210. Students should share more in planning the assignments.

211. Students should not share more in planning the assignments.

212. Too long

213. Too short

214. Too easy

215. Too difficult

216. Encourage wide range of voluntary reading

217. Too many written papers

218. Too few written papers

219. Too much required reading

220. Too little required reading

221. Dull

222. Routine

223. Often made late

224. Clear

225. Not clear

C. Rating-Scale Illustrations

226. How valuable are the assigned readings?
   - outstanding
   - almost always valuable
   - usually valuable
   - sometimes worth reading
   - a waste of time

227. Assignments:
   - always clear
   - occasionally clear
   - frequently not clear
228. Time devoted to the giving of assignments:
   sufficient
   insufficient
   sometimes inadequate

229. Length of assignments:
   always reasonable
   sufficiently reasonable
   sometimes unreasonable
   generally reasonable
   too long
   often unreasonable

230. Difficulty of assigned reading:
   too difficult
   of appropriate difficulty
   too easy

X. Testing, Evaluating, Marking

A. Open-Ended Illustrations

231. What do you like about the tests in this course?

232. What do you dislike about the tests in this course?

233. How would you recommend that the tests or testing procedures be improved?

234. To what extent do quizzes and tests help you to learn?

B. Check-List Illustrations

Examinations:

235. Too few
236. Too many
237. Too long
238. Too short
239. Too easy
240. Too hard
241. Fair
242. Unfair
243. Cover important material
244. Cover unimportant material
245. Too detailed
246. Too general
247. Directions clear
248. Directions unclear
249. On ideas that can be applied
250. On ideas that cannot be applied
251. Based too much on memory
252. Require thought
253. Used as bases for subsequent learning
254. Not used as bases for subsequent learning
255. Help in organizing concepts learned
256. Help in evaluating student progress
257. Help in developing critical thinking
258. Help in applying theoretical ideas to real problem situations
259. Help provide for review

Evaluation:
260. Fair
261. Unfair

262. Overemphasized
263. Underemphasized

264. Assists me in learning
265. Does not assist me in learning

C. Rating-Scale Illustrations

266. Number of examinations:
   too few
   too many
   about right

267. Questions in examinations:
   often ambiguous
   occasionally ambiguous
   usually clear

268. Examinations’ length:
   about right
   too long
   too short

269. Examinations’ difficulty:
   too elementary
   too difficult
   about right

270. Fairness in evaluation:
   very fair and objective
   usually fair
   unfair
271. Evaluation of achievement:
students and instructor plan together to achieve course objectives
instructor gives course objectives
course objectives of no apparent concern to instructor

272. Use of the examination as a teaching device:
teacher helps individual student to understand strong and weak features of his examination results
exams returned with no plans for improvement formulated
teacher uses examinations infrequently to help in learning

273. Examination coverage of course content:
very thorough and complete
reasonably complete
average
somewhat inadequate coverage
very incomplete

274. Cheating on examinations:
rampant
infrequent

275. When I receive a grade in a quiz, examination, or paper, I feel that my instructor has given careful and impersonal consideration to all factors involved:
almost always
usually
infrequently
almost never

276. Timing of examinations:
too close to each other
too much spread out
all right

X1. Amount of Time and Work on Course

A. Open-Ended Illustrations

277. In relation to your other courses how much effort have you put into this course? Place any suggestions concerning homework here:

278. If you knew you would not receive a grade better than average, how would this affect your work in this course?
279. Do you feel that the time and work you spend on this course is worthwhile? Please explain.

280. Is the amount of time you spend studying for this course justified in terms of what you are learning?

B. Check-List Illustrations

281. The amount of work outside of class is about what I think it should be.

282. Requires more work than most other courses with similar credit.

283. Too much reading was expected.

284. Would profit more if the amount of recommended reading were decreased.

285. Would profit more if the amount of recommended reading were increased.

C. Rating-Scale Illustrations

286. Compared with other courses on this grade level and carrying an equal amount of credit, what amount of time have you put on study for this course?
   - more than any other
   - less than average
   - more than average
   - less than any other
   - average

287. For my preparation and ability this course is:
   - too difficult
   - too elementary
   - about right

288. In general, how often do you prepare for this course?
   - for every class meeting
   - for most class meetings
   - for occasional class meetings
   - before quizzes and final examination only
   - only for the final examination

289. Compared with other courses on this level and carrying an equal amount of credit, do you regard this course as being?
   - very hard
   - easy
   - hard
   - very easy
   - average
290. I would say that in relation to my other courses the amount of written work is:
   much more than the usual amount
   somewhat more than usual
   average in amount
   somewhat less than the average
   much less than the usual amount

291. In relation to other courses, to what extent has this course motivated you to work for it?
   practically no motivation
   less motivation than others
   about average motivation
   more motivation in this course than others
   felt considerably more enthusiastic about working for this course than for others
Chapter Three

ANNOTATED REFERENCES FOR FURTHER STUDY OF TEACHER SELF-EVALUATION

Seeks to ascertain relationship between teacher self-ratings and ratings by peers. Scale consists of 36 characteristics.

Useful discussion of some self-evaluation problems. Experimental subjects are 200 boys and 200 girls in grades four through eight.

Gives detailed description of methods of appraising teaching by students at Oregon State College. Also describes revised appraisal form.

Merit rating scores assigned to faculty members by students are correlated with (a) grading leniency and (b) absences in instructor's classes.

Three factors account for 80% of the variance: a general factor permeating the scales, and two group factors labeled "Instructional Competence" and "Instructor Empathy."

Bradley, Gladyce H. "What Do College Students Like and Dislike about College Teachers and Their Teaching?" Ed. Administration and Supervision. 36:115-120; 1950.
Reports on 1,595 student responses to two questions: (a) What do you like about college teachers and their teaching? and (b) What do you dislike about college teachers and their teaching?

Ratings by 2,000 students for 18 specific traits and general estimates of instructors' effectiveness are used to determine students' concepts of effective teaching.
Cosgrove, D. J. "Diagnostic Rating of Teacher Performance." J. Ed. Psychol. 50:200-204; 1959.

Presents a modification of the forced-choice method for evaluating the effectiveness of the teaching performance which can alert the teacher to his strong and weak points.


Investigates some of the relationships between the way one evaluates himself and the way he tends to view others who esteem him and those who view him negatively.

Downie, N. M. "Student Evaluation of Faculty." J. Higher Ed. 23:495-496, 503; December 1952.

Reports on 16,000 faculty ratings by students at Washington State College. Comparisons are by size of class, rank and age of professors, degrees held, sex, and length of service at the college.


To what extent do ratings of instructors change with the maturity of the rater? Are judgments made by undergraduates of their instructors valid in terms of permanence and maturity?


Reports on an experiment designed to test the theory "that the stronger the attraction of members to a group, the stronger will be the feelings of inadequacy on the part of those scoring less well than others and the stronger will be the feelings of adequacy on the part of those scoring as well or better than the others in the group."


Suggests six methods for evaluating college teaching.


Reviews articles that have appeared in the AAUP Bulletin and offers some suggestions.


Encourages a greater concern for "evaluation in teaching-learning." Particular emphasis is placed on aims and procedures.

Assessing the department in which a teacher operates can be one dimension of self-evaluation. Some criteria for such assessment are shown together with a picture of the relation of these to departments' "reputations."


Reports responses of New York University students when asked to indicate anonymously "whether they thought the program of student ratings should be 'continued as it is', 'discontinued', or 'modified'."


Pictures an analysis of teaching activities of one teacher based largely on a ten-year diary of lesson plans, successes and failures judged to be associated with them, and professional experiences and impressions.


A stimulating discussion for the thoughtful college instructor.


Describes construction and use of a forced-choice type rating scale to measure student evaluation of faculty. "Data are reported on the following: comparisons of ratings of teachers with varying sizes of classes; mean ratings assigned by men and women students; mean ratings assigned in required and in nonrequired courses; and mean ratings assigned by freshmen, sophomores, juniors, and seniors."


Attempts to answer the question, "Is creativeness (research, activity in the field, writing) in a college teacher positively or negatively correlated with goodness of teaching?" Students rate faculty and faculty rate colleagues in their own department.


Depicts changes in the writer's teaching as a result of summer study in graduate seminars on college and university teaching.

Helps instructors re-examine the complexities of the teaching situation and the various roles of the teacher.


Describes validation of student ratings of instructors against the percentage of students who elect advanced courses.


Gives statistical evidence on growth of student rating practices.


Reports on the relation between the way an individual sees himself and the way he sees others.


Study finds evidence that “the MTAI may be utilized not only as an index of the type of social atmosphere a teacher will maintain in the classroom, but also as an indication of a teacher's general competence.” The test can be self-administered.


Useful as background for getting students' reactions.


Although not particularly keyed to instructor self-evaluation, gives useful measurement orientation.


“An inquiry into the implications of student ratings at the college level.”

Investigates some of the relationships between such factors as student attitudes, instructor effectiveness, predicted student grade, obtained grade, relative achievement.


Considers objections to ratings of teacher performance. Describes and indicates uses of the Classroom Observation Scale as used in the Teacher Characteristics Study.


Places emphasis on auto-education for both the teacher and the learner. Chapters 7 and 8 deal respectively with evaluation and self-evaluation.


Describes twelve scales for measuring the level of teaching-learning processes in college classrooms. Also reports results from nine colleges and universities where the scales were used.


Describes a self-evaluation process which can be adapted by teachers in other fields.


The relation between a group's level of aspiration and an individual's self-evaluation is studied. Considers also the effect of self-esteem upon self-evaluation.


The research is designed to investigate the following questions:

1. "Do students, when rating an instructor, tend to give him about the same kind of grade they expect to receive in the course?"

2. "Is student criticism of an instructor directed toward his personality and his teaching skill, i.e., does halo in one of these areas determine ratings in the other?"

The relation between student rating of an instructor's teaching skill and "a popularity halo" is considered.