Test Your Assumptions about Student Evaluations

T  F  1. More difficult courses, with a greater workload, receive slightly higher student evaluations than do easier/lower workload courses.
T  F  2. Male instructors generally receive higher evaluations than do female instructors.
T  F  3. In general, age and years of teaching are moderately, significantly, and negatively related to student evaluations.
T  F  4. Research productivity is negatively related to student ratings of teaching.
T  F  5. There is a very small negative relationship between class size and student evaluations.
T  F  6. The academic field or discipline is unrelated to student evaluations.
T  F  7. Generally, there is a small positive correlation between the expected grade in the class and student evaluations.
T  F  8. Signed ratings are more positive than anonymous ratings.
T  F  9. Research has found a slight same-gender preference: male students give higher ratings to male instructors, and female students give higher ratings to female instructors.
T  F  10. Instructors' warmth and enthusiasm are generally unrelated to ratings of teaching competence.
T  F  11. Ratings in lower-level courses tend to be slightly higher than ratings in upper-level courses.
T  F  12. The scores on many specific items provide better data for personnel (summative) decisions than do a couple of global items.
T  F  13. There are high positive correlations between student and alumni ratings of global teacher competence.
T  F  14. Student evaluations are better measures of satisfaction with, and the effectiveness of, the course than the instructor.
T  F  15. There are moderate positive relationships between student achievement and student ratings of several instructor skills.

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Answer Key

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T 15. There are moderate positive relationships between student achievement and student ratings of several instructor skills.