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第4回 高等教育研究国際セミナー

授業評価の国際比較

—— ローザンヌ大学と大阪大学 ——

2007年9月21日

大阪大学 大学教育実践センター

望月 太郎・ドゥニ・ベルティオーム

The 4th International Seminar for Higher Education Study
International Perspective on Course Evaluation by Students
Comparative Study of the University of Lausanne and Osaka University

21 September 2007

Institute for Higher Education Research and Practice, Osaka University

Taro MOCHIZUKI and Denis BERTHIAUME

解説

大学教育実践センターでは、例年1月に高等教育研究国際セミナーを開催してきたが、本年度(平成19年度)は予定を早めて、9月に標記の研究会を企画、開催した。ゲスト・スピーカーとしてスイスからローザンヌ大学教育支援センター主事のドゥニ・ベルティオーム博士を招いて、お話をうかがった。

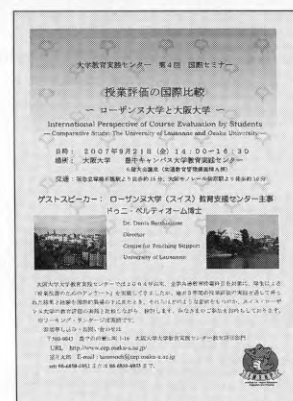
当日は、12名の参加者(内、学生1名)を得て、活発な討議が展開された。なお、当日の討議は英語をワーキングランゲージとして行なった。

前半では、大学教育実践センター教育評価部門の望月が、大阪大学全学共通教育授業科目を対象とした学生による授業評価アンケートの実施方法と評価結果の分析についてプレゼンテーションを行なった。後半では、ベルティオーム博士が、ローザンヌ大学の授業評価について、その背景と政策としての位置づけ、方法論をふまえて紹介した。その後、以上の2つの報告を承けて、参加者を交えたディスカッションが行なわれ、さまざまな論点が共有された。

続く頁で、当日のプレゼンテーション及びディスカッションの様子をご覧いただきたい。なお、当日の記録か

ら本稿を起こしたが、編集上の責任は、すべて望月が負うものであることをはじめにお断りしておきたい。

(望月記)



The 4th International Seminar for Higher Education Study

International Perspective on Course Evaluation by Students

Comparative Study Of the University of Lausanne and Osaka University

Taro MOCHIZUKI and Denis BERTHIAUME

Introduction

Taro Mochizuki

Thank you for joining us this afternoon. We have a guest speaker, Dr. Denis Berthiaume.

I would like to introduce you to Dr. Berthiaume. He studied International Relations at Laval University—the first institution in North America to offer higher education in French—located in Quebec City, Canada. He completed his doctoral study in Educational Sciences at McGill University, an internationally recognized English-medium university in Montreal, and was awarded a PhD degree in Educational Psychology, where he also worked as a Faculty Developer in the Centre for University Teaching and Learning. Following that, he moved to Europe to work as an Educational Development Advisor at Southampton University in the UK. Recently, he moved to Switzerland and is now working at the University of Lausanne as the Director of Centre for Teaching Support.



Let me introduce myself. I am Taro Mochizuki, Professor, the Institute for Higher Education Research and Practice, Osaka University. I also teach at the Faculty of Letters. I have specialized in Philosophy, but currently I am interested in higher education studies and have been working on educational evaluations.

I will be the MC for this afternoon's session, and I will also be giving my talk during this session. I will now proceed to my presentation.

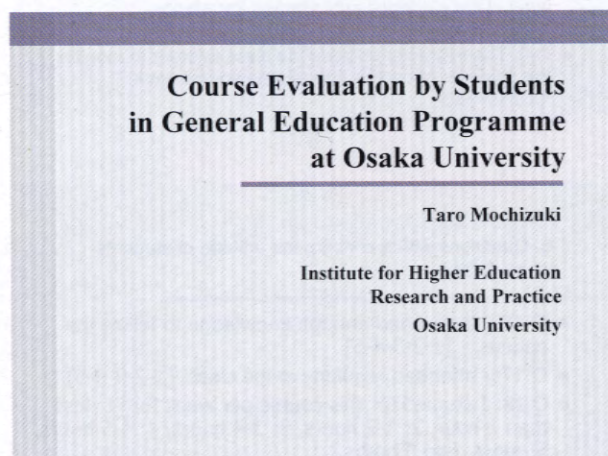
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I. Course Evaluation by Students in General Education Programme at Osaka University

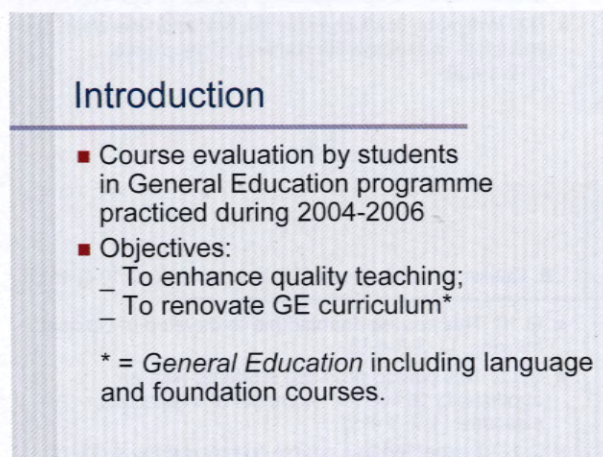
(Presentation)

Taro Mochizuki

The Institute for Higher Education Research and Practice was established in 2004. Since then, we have practiced course evaluations by students in our General Education (GE) programme. Our first objective has been to enhance the quality of teaching and the second to remodel the curriculum. (See the following slides: 1 and 2)



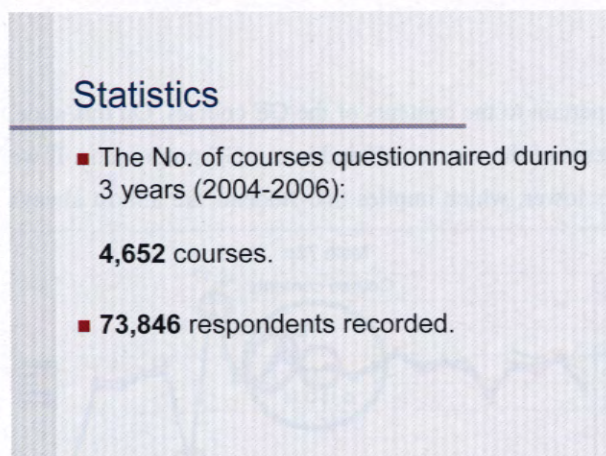
(1)



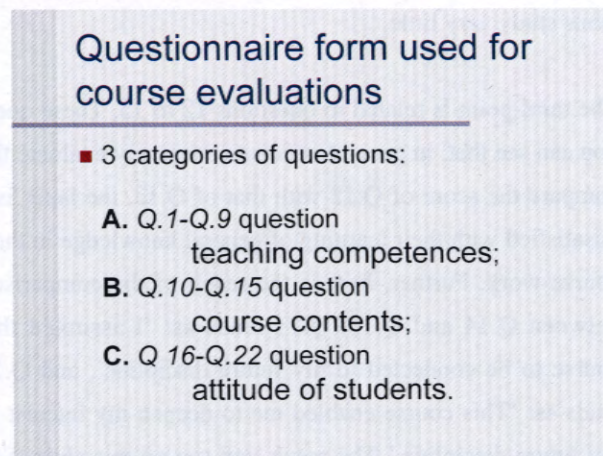
(2)

The general statistics are presented here. Herein, 4,652 courses have been evaluated in 3 years with the help of 73,846 respondents. (See the following slide: 3)

The questionnaire used in these course evaluations is designed to facilitate students to respond to three types of questions. The first type, namely, type 'A' questions, is concerned with the teaching competences and skills of instructors. The second type, namely, type 'B' questions, is concerned with the contents of the courses. The third type, type 'C' questions, revolves around the attitudes of students. (See the following slide: 4)



(3)



(4)

Here you can see the items, *i.e.* questions (Qs) that we asked the students. I suppose that you are familiar with these questions, which were originally written in Japanese. I have translated them into English as given in the following slides. (See the following slides: 5, 6, 7 & 8)

I will briefly show you the results. The first point concerns Q.17. As is evident, our students attend classes quite regular-

A. Questions which concern teaching competences of instructors (Q.1-Q.9)*:

* Answers go from point 1 (= Strongly disagree) to point 5 (= Strongly agree), except the cases of Q.18 and Q.20.

- Q.1: The syllabus was written clearly enough to understand the objectives and contents of the course. [1-2-3-4-5]
- Q.2: The course was systematically structured and organized. [1-2-3-4-5]
- Q.3: Oral explanation by the instructor was clear enough to understand the contents of the course. [1-2-3-4-5]
- Q.4: Writing on black board by the instructor was clear enough to understand the contents of the course. [1-2-3-4-5]

(5)

B. Questions which concern course contents (Q.10-Q.15):

- Q.10: This course enabled me to develop my critical thinking. [1-2-3-4-5]
- Q.11: This course provided students with an opportunity to live the moments of intellectual pleasure. [1-2-3-4-5]
- Q.12: I expected this course to enlarge my stock of general knowledge. [1-2-3-4-5]
- Q.13: This course met my expectation. [1-2-3-4-5]
- Q.14: I supposed this course to be connected to my future discipline. [1-2-3-4-5]
- Q.15: This course enable me to deepen my interest in my future discipline. [1-2-3-4-5]

(7)

(A. Continued)

- Q.5: The instructor utilized audio-visual media and other materials practically and efficiently enough to help the understanding of students. [1-2-3-4-5]
- Q.6: The instructor allocated time properly during the course work. [1-2-3-4-5]
- Q.7: The instructor incited the students to pose questions and he/she responded them carefully. [1-2-3-4-5]
- Q.8: The level of the course was well adjusted to the level of the students' aptitude and knowledge. [1-2-3-4-5]
- Q.9: The instructor quizzed the class in order to monitor the students' progress through the course work. [1-2-3-4-5]

(6)

C. Questions which concern the attitude of students (Q.16-Q.20):

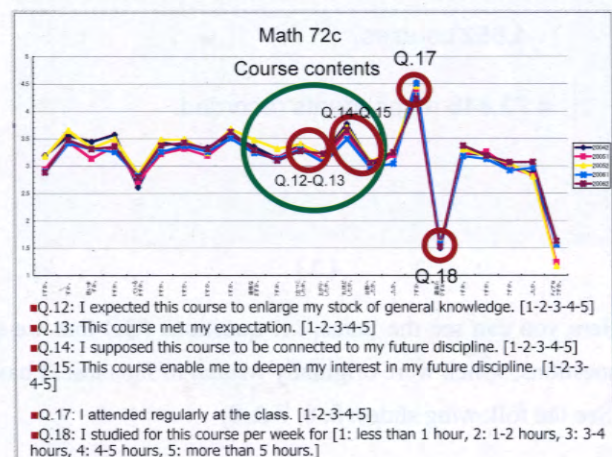
- Q.16: I think I had enough knowledge to follow the course. [1-2-3-4-5]
- Q.17: I attended regularly at the class. [1-2-3-4-5]
- Q.18: I studied for this course per week for [1: less than 1 hour, 2: 1-2 hours, 3: 3-4 hours, 4: 4-5 hours, 5: more than 5 hours.]
- Q.19: The criteria for student evaluation in this course were clear enough. [1-2-3-4-5]
- Q.20: I expect my course grade to be [1: Failure, 2: C (=60-69 points), 3: B (=70 to 79 points), 4: A (=80 to 89 points), 5: S (=90-100 points).]

(8)

ly.

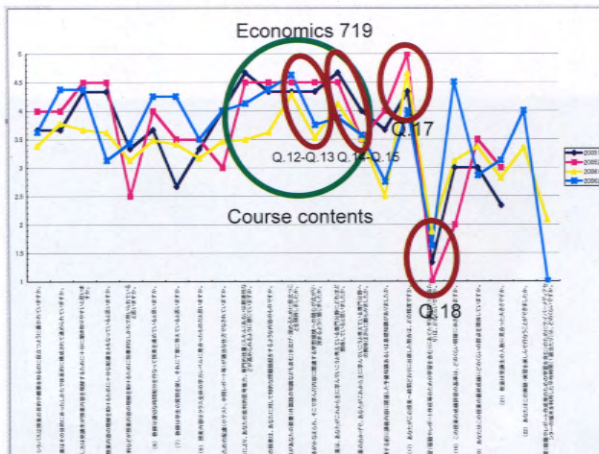
The second point concerns Q.18. At approximately 1.5 points, the average score is quite low, which implies that our students study very little.

The third point is related to questions 12 to 15. These questions pertain to the contents of the GE courses. On this slide, you can see that, in general, students positively evaluate the contents of the courses offered in our GE programme. If we compare the score of Q.12 with that of Q.13, the latter is always lower, which implies that students are almost always unsatisfied with their learning of general knowledge in their course work. Further, here is the result of the comparison between Q.14 and Q.15. Q.14 reads as: 'I assumed this course to be connected to my future discipline', and Q.15 reads as: 'This course enabled me to deepen my interest in my future discipline.' The result you see on this slide (See the following slide: 9) pertains to Mathematics courses. As you can see, the ratio of Q.14 to Q.15 always describes a downward curve. The score of Q.15 is always lower than that of Q.14, which implies that at all times, students are disappointed with what they learn during their course work.



(9)

You can see that the answering patterns of students are almost always the same in all the courses in the GE programme. This result pertains to Economics courses. Even for Basic Seminar courses, the pattern is almost always the same. (See the following slides: 10 and 11)



(10)



(11)

Finally, I would like to share my findings with you. Firstly, as I have already mentioned, it seems that students attend classes quite regularly. Secondly, it appears that students barely study the subjects offered in the GE courses. Thirdly, students' expectations are not met. They do not think that the course work in the GE programme widens their general knowledge base. Fourthly, they do not think that the curriculum of the GE programme deepens their interest in their future disciplines. (See the following slide: 12)

The slide entitled 'Problems and Prospect' is the final slide. As you can see, the first problem is that it is always difficult to select the appropriate items in the questionnaires that we use. How should we choose the appropriate items? The second problem pertains to how we should utilize the results. I would like to have Dr. Berthiaume's opinion on this aspect later. The final problem is critical. Should this type of evaluation be a teaching-based evaluation or curriculum-based evaluation? In other words, should it be an individual appraisal or a collective curriculum-based assessment? I would like to share and discuss these problems with you. (See the following slide: 13)

Thank you very much for your listening to me patiently. My presentation concludes here. Let us now proceed to the questions and answers. I am very pleased to request you to put forward any questions or comments. Please feel free to speak.

Findings

- Students attend their classes quite regularly.
- Students study little.
- Students are not satisfied with their expectation that the courses enlarge their stock of general knowledge.
- Students are not satisfied with their expectation that the courses deepen their interest in their future discipline.

(12)

Problems and Prospect

- How should we choose the items to questionnaire?
- How should we utilize the result?
- Teaching evaluation (individual)
or
Curriculum evaluation (collective)?

(13)

(Questions and answers)

Koichi Setoyama

This questionnaire is not mandatory for students to respond, is it? I remember that, when this system was introduced in 2004, the questionnaire was conducted in a paper-based manner, using bubble sheets. I guess many students responded then, because of the paper-based questionnaire. After this system was replaced by a web-based questionnaire system, students were obliged to access the Internet in order to respond. I wonder if the response rate increased or decreased since the introduction of the web-based system. I suppose that students who studied hard were more likely to access the Internet to respond to the questionnaire. These students might have had higher motivations or expectations for their course work than those who did not attend classes. The latter were not concerned about the questionnaire, and consequently they never accessed the Internet.



Taro Mochizuki

When we began using the web-based questionnaire system, the response rate was around 7% to 8% only. In the first semester of 2007, however, this rate rose to more than 30%. However, I observed that the answering patterns of the respondents have been almost the same, regardless of whether the questionnaire was administrated in a paper-based way or web-based manner.

Tomoko Arikawa

I am interested in your ratio analyses of Q.12 and Q.13, and Q.14 and Q.15. I am not very wellversed in the field of statistics, so please forgive me if I ask an inappropriate question. I see that the downward curves between Q.12 and Q.13, and between Q.14 and Q.15 are similar, although they denote different courses: this is because the answering patterns of students do not differ according to the course. The gap [between Q.12 and Q.13, or between Q.14 and Q.15] appears larger, however, in the case of Economics courses. Further, if you look at the cases of Mathematics and the Basic Seminar courses, although the curves are also sloping down in both cases, the gap appears smaller. I wonder whether you can conclude from this that students' expectations are 'always unsatisfied' in these cases, as you said, even though the curves are similar.

Taro Mochizuki

Yes, you are right. We have to remember that these findings are based on the average values. It is, therefore, also true that there are always some students who are satisfied with their course work. Further, I know that, in some instances, the curves show an upward movement.

Denis Berthiaume

We probably need to conduct tests to find out if there are statistically significant differences between Mathematics and Economics courses



and if the pattern is true and universal so as to clarify that these curves represent average values. So, is it for all the Economics and Mathematics courses, or is it merely for the first-year Economics and Mathematics courses?

Taro Mochizuki

It is only for the first year Economics and Mathematics, because these course evaluations have been carried out at the GE level.

Denis Berthiaume

This might explain why it goes from Q.17 to Q.18 in that manner. In the case of the evaluations including students in the second and third years, I would venture that the difference would not be as high. The reason for this might be a universal fact that we observed in Switzerland as well. When people join universities, they may have certain unrealistic expectations. When we asked the students to give their opinion on what they thought about the courses at the end of the academic year, they replied that the courses fell short of their expectations. However, we probably need to check if there had been any changes in expectations by the end of the year. It might be interesting to conduct a small survey on a sample with second- or third-year students to confirm the supposition and to see if there exist differences between the expectations of first-year and second- or third-year students. This is because it tends to be so in other universities, such as those in Canada, the UK, and Switzerland. Students come into universities with certain expectations and preconceived notions about course work and professors, and suddenly during mid-year, they realize that the situation is different and then think that their expectations have not been met.

Taro Mochizuki

Thank you for your comment. As you know, the academic year in Japan begins in April and students' expectations might be higher in the first semester than in the second semester. We can compare the results of each semester.

Denis Berthiaume

The only thing that we need to check is whether or not the difference between the two semesters is statistically significant. In case it is not, then my explanation could be right. So, let us hope that this is not the case. It may be interesting to administrate the questionnaire to students in the second- or third-year simply as a pilot project.

Now, I will respond to the second question. To some extent, the response rate is also an important aspect, which I will explain later. In Lausanne, we have decided to stick to paper and pen questionnaires in order to prevent the response rate from going down below 70%. One can question the representativeness of the results in the eventuality of a 30% response rate. It might be an interesting issue to look into and could be treated as a pilot project, where once a year we do a paper-based questionnaire with one particular group, merely to see if there is a major difference in responses. Besides this, there are certain other points I will get back to later.

The results reveal similar differences—high attendance, low study time, etc. They also tell that students do not study much outside the classroom in several countries such as France, Switzerland, and Germany, with the exception of Anglo-Saxon countries. It might be related to how we envisage teaching and whether the professor envisages teaching as 13 hours of contact time with the students or as organizing 50 hours of learning time. The contact time is the time where we ensure that the students learn what they are supposed to, go out of the classroom and keep on reading material on their own, and come back with material related to what they have read outside.

Taro Mochizuki

Thank you again for your comments. Any other questions or comments?

Koichi Setoyama

I have a suggestion. Why do not we ask students to mention the grades—'A', 'B', or 'C'—that they expect in a particular course, and then, compare the expected grades with those that they actually obtain in the course? Do you understand what I mean?

Taro Mochizuki

Yes. Thank you for your suggestion. Although it sounds very interesting, we have not tried it.

Koichi Setoyama

Then I suggest that you try it.

Denis Berthiaume

There have been studies that indicate that there is little correlation between class grade and class appreciation. Often, people assume that getting an 'A' implies that students like the class and that the students have many expectations of the class. However, in general, we do not find that there is a high correlation. I can cite references in this regard. For instance, we recently attempted it at one of the Swiss universities, and found that the correlations were not very high.

Koichi Setoyama

I informed in my class that there was a student who scored 97 in the final examination—the highest score that I had ever given. When I met that student on the campus, I informed her that she had stood first in class. However, herein lies the problem: Students can only come to know their grades—'A', 'B', or 'C',—not their actual scores. So, I told her the actual score, and then she replied that she had not expected a 97 or even an 'A'. I have found that students' subjective evaluations and the actual results are different from each other.

Denis Berthiaume

Interesting.

Taro Mochizuki

Any other questions or comments?

Denis Berthiaume

I will answer the last question about how we should utilize the results later, when I talk about how we do it in Lausanne. With regard to the evaluation of the teaching or the curriculum, you might be aware that in Europe we have the Bologna process. Every European country is currently harmonizing its higher education system to ensure that its students can easily move from one country to another. Even though Switzerland is not a part of the European Union, it is doing everything in its capacity in terms of education. So, we have adopted the Bologna process. This means that we are progressing towards curriculum evaluation rather than teaching evaluation because traditionally people focus on their own courses and increasingly engage in team teaching and programme teaching. Therefore, we are trying to move towards curriculum evaluation. It creates very different dynamics when people think of the process as 'I am being



evaluated in terms of how I am doing in my course.' The evaluation of two or three people may show that one of them teaches better or worse than the others. Some professors do not like such a situation, because they think their grade is fluctuating. So, we are trying to convince them that it is not about their performance but about the course itself, and that they should communicate with one another. Some do not do so when teaching the same course, and sometimes they are surprised to see that they taught the same material twice to students. We are using the Bologna process to improve student experience by shifting more towards curriculum evaluation. Later, I will show you the course questionnaires used. We are developing questionnaires that people can use as part of a programme.

Yumiko Hada

Do you mean that you are fed up with the Bologna process in Switzerland?

Denis Berthiaume

Not fed up with it, we are prepared to implement it. This is the first year when all programmes are Bologna compliant. However, administratively it has meant major changes. One reason why people are fed up with Bologna this year is because we have had to shift the academic year by one month and the professors lost one month of their vacations. So, they were not happy coming back to the university. All our bachelor degrees, master's, and doctoral programmes are Bologna compliant. Thus, a student can study for sometime in Lausanne and then move to Romania, Poland, or France to complete his/her degree, and they will eventually be awarded a Lausanne degree. However, an administrative problem for us is that at the master's level, we cannot prevent foreign students from enrolling into our programmes. Our business school, which is reputed in Europe among the top 10 business schools, attracts many foreigners but cannot stop those who do not have the grades. So, at the master's level, half of the student strength is comprised of Lausanne students with very good backgrounds, while the other half consists of students from other countries without the prerequisites. Therefore, in difficult courses like quantitative methods or accounting, half of the students find it easy and the other half find it extremely difficult. Due to the Bologna process, we cannot say, 'You can not come in', since we have to accept half of our students from abroad, so people do not like it as much. However, this provides a great opportunity for the students, because it allows them to obtain a much richer experience by being able to pursue their degrees in three different countries and perhaps three different languages maybe.

Taro Mochizuki

You mean that there is no selection of students moving up from the bachelors to the master's level, do you not?

Denis Berthiaume

There is no selection for overseas students under the Mobility Programme. Between 25% and 50% of students in our master's programmes are admitted through the Mobility Programme. We have to admit every overseas student seeking admission. Once the number of applicants exceeds the number of seats, then we will have to put in place some selection process.

Taro Mochizuki

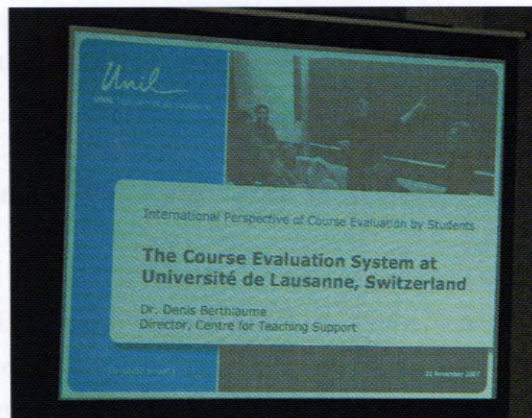
I see.

II. Course Evaluation System at Université de Lausanne

(Presentation)

Denis Berthiaume

In my short presentation, I want to do a bit of what Taro did, that is to talk about the results, but by placing them in the larger context of what we do at Lausanne and why we do it. This will open the floor for discussion on what you want to do here in Osaka and what we try to do in Lausanne. I do not comment on it from the perspective of saying that we know how to do things; we just happen to be doing things in this fashion for a number of reasons, and it has worked for us. With respect to this, people who claim that they do it the right way are probably wrong because there is no such thing as a right way in evaluation. It depends on what you are trying to achieve and what you use, that is which evaluation forms you use.



I will talk about the course evaluation system we use, because apart from the questionnaires themselves, there are the institutional context and the policies surrounding evaluation. Often, these emerge after an evaluation system is in place. Further, we often modify our thinking about it after putting it in place. We will talk about the instruments, procedures and questionnaires. Similar to what Taro did with the results, I will then talk about the practices themselves and the impacts, by pointing out a few things that we have learnt in our institution.

Institutional context and policies

We will first look at the institutional context and policies. The University of Lausanne was founded in 1537. Like many other universities in Europe, it is an old university. Initially, it was founded as a teaching academy for theology, medicine and law. It was granted university status in 1890. People say, 'Oh, it's an old university, it's great.' The problem with an old university is that it has got age-old traditions, and people dislike changing their traditions. Sometimes, the way people see teaching makes us think that they belong to the medieval times. So, we are trying to change things. You can see the seven faculties at the university listed there. You will notice that we are a university that predominantly deals with social sciences, the humanities and letters. We also have biology, medicine, geosciences and environment, with the remaining courses basically related to social sciences and the humanities.

The reason behind this curricular structure is simple. There are ten universities in Switzerland including two Federal Schools of Engineering. In Switzerland only Federal universities can offer engineering courses. One of such universities is located in the German-speaking part of Switzerland, in Zurich, and the other in the French-speaking region, in Lausanne. The latter is located on our university campus, separated by a street. Until a few years ago, all the fundamental sciences like physics, chemistry, and mathematics were in Lausanne; however, we decided that it was easier to offer them in the engineering university. So, we transferred these faculties to the other side of the street. Hence, it was an easy reorganization. This left us with much more funds to focus on social sciences and the humanities as well as on biology, medicine, and geosciences and environment. Therefore, the advantage is that we focus on certain teaching areas that might have a specific culture surrounding learning and teaching. The disadvantage is that we are not as universal as we were earlier.

We have only 12,000 students, which is little compared to Osaka. In Switzerland, this figure is considered average. Being a small country with 8 million people, most universities have around 12,000 students except Zurich, the largest university, that has 24,000 students. In all, our teaching staff, assistants, associates, and full-time professors add up to 800; besides this 300 clinical personnel and physicians teach in the medicine faculty. So, it gives us a student-professor ratio of approximately 1:10; that is one teaching staff per ten students, which is enviable. Such a ratio is not seen in many places. In retrospect, I found that ratios in Canada or the UK were closer to 1:15, 1:20, or 1:25. Our annual operating budget is 300 million Swiss francs or about 30 billion yen, which is probably about one-third of the operating budget of the university here. You can see that we are about half the size in terms of student enrolment in Osaka. One advantage that we enjoy from being a smaller sized university is that changes can be implemented at a faster rate than in a bigger organization. So, we have these two opposing factors of being an old university, which hinders the process of change, and of being a small university, which expedites the process of change.

Regarding policies that actually concern evaluation, I need to mention that all Swiss universities are public institution. Private institutions that offer higher education degrees are neither recognized as nor called universities. Swiss universities are normally financed half by the Swiss Federal Government and by the local government called canton, which is probably equivalent to Japanese prefectures in a 50:50 ratio. The University of Lausanne is funded similarly. This implies that traditionally, all the employees of the universities were under the local government. This changed in 2004; since then, we have been the only autonomous Swiss university in terms of its administration or management of personnel. So, all the personnel of the University of Lausanne are now hired on private legal contracts. They no longer have a permanent job offered by the local government. Since these are terminable contracts, they have to be renewed at the end of tenure. Professors have to submit a report for such renewal every six years, which is something new in Switzerland as well. Therefore, people do not like it. The process involves the professors producing a self-evaluation report, in which they list all their research, teaching and administrative activities in the preceeding six years. Thus, they submit a CV to the administration, which then decides on the contract renewal for another six years. This system is for assistant professors, associate professors, and full-time professors. So the teaching evaluation with the questionnaires etc. is one component of that report and it is not the only thing that we look at. So, this gives you the overall institutional or policy context of our university.

The policy on teaching evaluation by students is as follows. As said earlier, sometimes the policy emerges from practices, and that is what has happened in the past. There was no clear policy on teaching evaluation until the system was put into place. Now, professors are asked to evaluate one course every two years. This is the minimum period. There are two simple reasons for this. First, we do not want professors to spend all their time evaluating teaching; we want them to focus on their research as well. Since evaluation occurs once every two years, we ask them to focus more on the teaching of the course in the first year, and in the following year, to focus on their research. Therefore, they cannot complain that they do not have enough time. Second, the students will get fed up if they are asked to evaluate every course. They do not like it. It gets too much, and the student responses are not as good because they then include useless information on the questionnaires. So, we decided to have fewer evaluations and stress more on quality in the responses. This is the first aspect.

The second aspect is that the results are confidential between the professor and me, in my capacity the director of the center. So, we see the results and send them to the professor, and he/she need not show them to anybody unless he/she wants to. Most professors share the results with the students to inform them about what they intend to do to improve their teaching. Most do not have any problem, talking to the Dean of their faculty informing him/her about results. However, we do not want to control the evaluation; hence, we do not talk to the Deans about the result. Thus, if the Dean

of the medical faculty called and asked me about a professor's result, I cannot reveal it. I can only say whether or not there was an evaluation. However, they have to go see the professor himself/herself for the results. This is because the results are aimed at helping the professor to obtain feedback on how teaching and not at serving any administrative purpose.

Therefore, students' say constitutes only one viewpoint in this situation. We do not always say, 'If the students dislike the course, it means that you teach them in a wrong way.' Instead, we give reasons as to why students dislike the course, and then leave it to the professor to decide what they should do about it. Here, I will give you an example. Sometimes in the student questionnaire they would say, 'The professor's PowerPoint slides were not good. There was not enough information. I had to go to class to understand what it meant.' That is the purpose. We do not want the students to just download slides from the Internet and miss class. So, although the evaluation was negative, it was positive. We do not want to use the results to tell the professor, 'Your teaching is wrong; because the students say it is wrong.' Hence, this is the policy.

The only person who has access to the results is the professor. In the self-evaluation report, we ask the professor to summarize what he/she sees in the results and understand what is going well, what is not going well, and most importantly, to take measures to improve the situation. So, we adopt this approach towards result evaluation. I have to convince the Deans to see it this way because they like to look at the result and say whether a professor is good or bad. This is not what we want them to do. Thus, this is our policy concerning teaching evaluation in the context explained.

Instruments and procedures

Let us move to the instruments and the procedures. We have three types of questionnaires as instruments; questionnaires for lectures, seminars and exercise sessions. In some fields like business administration, geosciences and environment, students have special sessions for doing exercises. Thus, we have a questionnaire for them. In your papers, you have a copy of the course questionnaire. It looks like this. (See Appendixes 1 and 2.) It reads as, 'Course Evaluation Questionnaire', and on the next page, you have a seminar evaluation questionnaire. You have the two types of questionnaires that we use. Interestingly, you will see that, similar to the questionnaire that Taro talked about, we have 22 questions. It is a sheer coincidence. From the various sections, you can see that we tend to look at similar sections than the questionnaire here. We use paper-based questionnaires because by doing so we are able to keep students' response rates at about 70%. Whenever we tried electronic questionnaires, the response rate went down to 20% or less. If we want people to use this to improve their teaching, we cannot afford to have response rates less than 60% or 70%. So, we have decided to keep it paper-based until we know how to obtain high response rates using an electronic medium.

As explained earlier, we have many international students due to the Bologna process, so our questionnaires are available in French and English. Most of our undergraduate courses are taught in French and most postgraduate courses in English. Hence, it is a fairly different bilingual university in that sense, excluding the faculty of letters and the faculty of social sciences that mostly offer postgraduate courses in French. One important aspect is that these questionnaires are the generic or standard; however, professors can use their own questionnaires, too. Often they call us and say, 'I don't like question six, and I would like to replace it with another question.' In such a case, we modify the questionnaire. We want the professors to use this for themselves and find the questions most useful to them. It requires more time to modify the questionnaires, but we find that people participate more in the process if they have a questionnaire that suits their purposes. We cover both closed- and open-ended questions. So, on the first page, we mostly have, what we call closed-ended questions. It is similar to Taro's questionnaire with answer choices, and you can see our choice. The difference

between both questionnaires is that we use a Lichert scale—a scale with various possible responses. We use a four-item scale, while Taro's questionnaire used five.

The various items in our scale are as follows: 'no', which is a definite no; 'rather no', which is a tentative no; 'rather yes', which is a tentative yes; and 'yes', which is a definite yes. If students do not have an opinion, they check the box for 'no opinion.' We have placed it as the last item, because we do not want students to go for the middle range. So, it forces students to commit themselves to either a negative or a positive response. When entering the data, we have six categories. We will put it as 'no response' if the student has not responded, to differentiate between when the students tell us, 'I have no opinion' and when they tell us, 'I have no response.' From the questions, you will observe that we have tried to ask for students' comments on their classroom learning experience rather than the professors' performance. This is because French professors enjoy a certain social status and they do not like to be evaluated by students. The part of Switzerland I work in is considerably influenced by France. So, if we ask questions about the student's classroom learning experience, the students find it less difficult. However, if we ask them about a professor, they do not want to answer.

This is the process that we use, and the students seemed to participate. I would say that they are right to some extent. It would be difficult for a student to say that the professor teaches well or the professor knows his material well because they have never been in that position. This is why we ask them questions like 'The course was well structured or the course is well integrated in my program of courses.' In 15, we ask them about the professor's overall fluency because we have got people teaching in a second language who need to know it, as they may be required to take corrective measures. Barring this aspect, the evaluation is always about whether or not the course is presented in a dynamic way and never about the professor's presentation skills. So, it is more accepted with the students and with the professors.

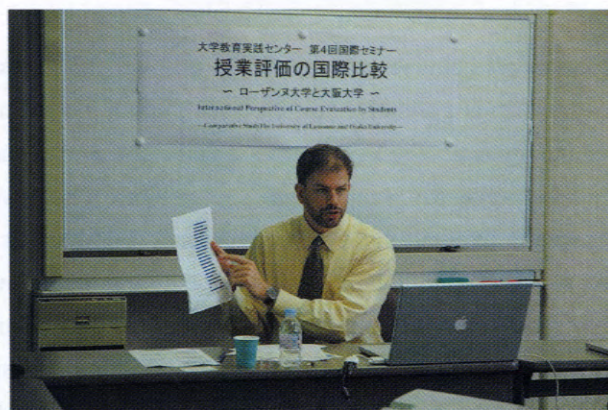
The seminar evaluation questionnaire, the second one that you have, has the same pattern of questions where we focus on the students' experience. The only comments solicited about the professor are in Question 6—'whether the professor is showing interest in teaching'—and in Question 9—'whether the professor is showing respect for ideas expressed by students.' This is because of the dynamics of the seminar where the professors are expected to lead the discussion, rather than just teach. Thus, these are the instruments we use for collecting information. As mentioned earlier, these are available in both French and English.

The evaluation procedure is as follows. All the questionnaires are available at the Centre for Teaching Support (CSE) or can be downloaded from our website. Therefore a professor, who wants to evaluate his/her course, can find all the questionnaires in Acrobat or PDF format on the CSE website. The professor downloads them, prints them, writes the name of the course and that of his/her own, photocopies them, brings them to class, and gives it their evaluation. Alternatively, he/she orders them by telephone. He/she calls a secretary and says, 'I am professor so and so. I teach this course. I need 100 copies of the course evaluation questionnaire.' We prepare the questionnaire and distribute it in the classroom. We ask the professors to take 5 to 10 minutes at the beginning of a course, two-thirds into a semester, so after mid semester and before the exams, to do evaluation in class. So, the questionnaires are distributed following which students take about 10 minutes to respond. Once that is done, a student from the class collects the questionnaires, puts them in an envelope and sends them to us. This is done to protect the identity of the students filling out the questionnaire form, so that professors do not know which students filled out a particular form. The data entry is done manually at the CSE. We have a team of students who come and transfer all the responses into our Excel files. Once completed, we have tables, graphs and comments provided by the students, which are then sent to the professors. We distribute these as well. Among the papers, you have the graph and another document that looks like this. There are two pages. It has a table of comments

like this, and the frequency is like this. (See Appendix 3.) We send all these to the professor.

On the graph you see all the questions from the questionnaire and the students' responses in different colors. (See Appendix 4.) The legend at the bottom is in French. In English it would read as, 'yes', 'rather yes', 'rather no', and 'no'. All the responses of 'yes' are in blue and those of 'no' in red. The idea is to have more blue than red on this graph. When the professors receive this, they know very quickly if there is a problem or if there is something the students do not like about the course. Normally, what we say to the professors is this; 'You can look at the top. Our scale

measures out of 100%. It is difficult to move beyond 80%. So if you have 80%, it is good. If you are between 80% and 60%, it is probably acceptable. Anything below 60%, you need to start asking yourself what you can do differently to correct the problem.' As seen in this case, if you combine the two types of blue with the one blue all positive, then this course is going well with no major problem. Even if there is a bit of red for two questions, this is extremely minimal. There is a problem when the red comes all the way to here. That is when I call the professor and say, 'I do not know if you have noticed that in your evaluation, students do not seem to like this, this and this. So, maybe you need to pay attention to those aspects.'



They also receive all the comments that students write on the questionnaire's open questions. (See Appendix 5.) You can see that every horizontal line represents one student. The columns represent the questions. The first question is about any discrimination that is possibly perceived by the students; the second about the strong or positive aspects of the course; the third about the negative aspects of the course; and the fourth about improvements or recommendations. So, it is easy for the professor to look column-wise and identify the strengths of his/her course. You can go to the positive column and identify the strengths. You can go to the negative column and identify the weaknesses. You can go to the column for recommendations for change and see what needs to be done. If you have questions about the pattern of answer, you can look at the questionnaire sheet and say, 'Oh, this student answered this positively, but he also answered that negatively.' Thus, it gives an idea if the students have contradictions in their comments. Hence, it provides considerable information to the professors, and it remains anonymous, because it is typed out and not hand-written. We do not correct the spelling mistakes. We type it the way the students wrote it to make sure it conveys the students' opinions.

The other page which looks like this, basically comprises all the collected raw data. (See Appendix 6.) If the professors want to know how many students responded to each question and the distribution of scores, they have it here numerically. Some are in French and some, in English. At the top, here, the number of hours that the students have studied, the faculty they come from and the distribution are given. So, it is purely demographic information for them. I mentioned in my last point here that we also produce a synthesis of the comments for classes with more than 25 students. This is a class of 10 here, so it is easy to study this table. If you have a class of 200 students, there are 14 or 15 pages, and it becomes difficult for the professor to see trends. We then spend time going through this to identify positive and negative trends, and it gives this.

The last pages of this package have the questionnaires. The last page is an example of a synthesis of the results. If we have more than 25 students, we send this to the professor as well. As you can see, here, it provides a synthesis of the students' comments and it relates them to the graph as well. It shows overall appreciation and the strengths of the course.

We give them numerical break-up of the comments. For example, we also say, 50% were in agreement to question 22 as well. You can also see what does not appear to go well or what the students do not really like. Further, we also say, 'This is one thing students do not like; 17 comments were about that, and 60% of students were in disagreement on questions 19 and 20.' This makes it easier for the professors to see what works and what does not. As I said earlier, the professors have to identify what works and what does not with respect to their teaching in their self-evaluation report. If they use this, that is extremely easy. So, those were the instruments and the procedures we use.

Practices and impacts

Now, I want to talk about the practices and their visible impacts. Our evaluation system has been in place since 1999, so we are beginning the eighth year now. Approximately 600 courses are evaluated per year. In the result that Taro presented earlier, if we divide the total figure by the total number of year, it is about 1,200 per year. So, 600 would be normal because we are half the size of your university. It reflects our policy of one course every other year. The university offers and teaches about 1,200 courses in one year. Approximately 300 of these courses follow the synthesis that I showed, because about half of our courses are given to larger groups of students.

Looking at the statistics of the completed evaluations, we see that about 400 professors participate each year, which is equal to half of our professors because we have 800 non-clinical teaching staff participating in the process. About 100 of the 400 use a questionnaire that we have adapted based on their needs. Approximately 22,000 questionnaires are filled per year, so each student then, on an average evaluates a minimum of two courses per year. Therefore, we avoid the saturation talked about earlier. Regarding the impacts, there are different practices in different faculty, either in terms of the number of participating professors or the number of courses evaluated. Certain faculties participate more than others do. Our faculty of business is the main participant, because they have various accreditation schemes as a business school, and quality teaching is one of the criteria for accreditation. So, they try to promote evaluation more than smaller faculties such as theology and religion do.

This leads to the second point of less participation in smaller faculties and more in larger ones. One reason for this might be that in smaller faculties, the professors know the students, and the students and professors communicate freely. Since they traditionally did not use the questionnaires for evaluation, the current system has simply formalizes the process for them. So, overall half of our professors participate every year now. We are happy with it. Some even follow up on the results with an individual meeting with us to discuss the problems in their teaching and what could be done for improvement. Therefore, this system is a good way to help professors find out more about their teaching. It sometimes leads to them enrolling for courses on teaching. Finally, it is the students who are the active participants. It has become such an integral part of the culture now that if a professor does not conduct the evaluation, students ask why it is not being done. Students want to communicate their impression of the course. We are happy with such a culture. I will end my formal presentation here.

I made a few comments about the results that Taro presented earlier. We observe similar dimensions in our results such as the difference between expectations at the beginning of the year and the perceived fulfilment of the expectation. One interesting trend that we see across most evaluations is given by questions 7 and 8. Looking at the course evaluation questionnaire again, questions 7 and 8 concern the examinations: 'Were you made aware of the grading and evaluation before the examination?' 'Do you know what is expected of you at the examination?' So students know the manner in which they will be evaluated before the end of the year. Further, students know how they are required to answer the questions to get a good result, and this is where some of the answers across the university are negative. The reason is

that some professors tend to see examinations as an administrative requirement when the course ends and not as part of their teaching. Hence, we are trying to get them to change in this regard, that is, to see examination as a part of their teaching. They need to prepare the students for it, tell them about it, and also train them for it. That is one trend that emerges. Overall, the table that comes out is more blue than red for 75% of the courses. Thus, one quarter of our courses could be seen as problematic. Then, there is some follow up with the professors to make sure that the situation improves. I will now gladly take any questions, comments, or observations.

*

(Questions and Answers)

Taro Mochizuki

Thank you very much, Denis, for your presentation and comments. We enjoyed your presentation very much. Now, let us move on to questions and answers. Please feel free to put forward your questions, comments or observations.

Sharing experiences of course evaluations with professors and students

Koichi Setoyama

Basically, your questionnaires are used to improve professors's teaching skills or his organization of the class, are they not? Then, if we conduct the questionnaire more than once during a semester, it will be better than the present situation where the questionnaire is conducted only once in the end of semester. If we conduct it more than twice, you might think that students would be tired of answering questions. However, I conduct my own questionnaire in every class, a simpler 10-minute questionnaire—and students answer my questionnaire actively because they expect a change in professor's teaching. Hence, they benefit by answering this questionnaire. Students never take the same class, so if the questionnaire is given only once at the end of semester, their motivation for answering questions will decrease. I would like to know your comments about my idea. Why do we not conduct the questionnaire on more than two occasions in a semester, maybe in the middle and in the end of the course?

Denis Berthiaume

This is something very interesting. Getting more input from students is better because then we can make adjustments. It depends on how you see the class and the students. We have decided to look at it as more than just the one-course experience. In terms of the one course, we tell the professors, 'This is great. You can use this at the end of the course for official course evaluation, but you can also pick questions from this and get students' feedback during the semester.' So, we can partly do what you do, *i.e.* have a shorter, simpler version to find out how things are. The danger is that at times, students feel saturated and bored. They do not want to answer this or they give extremely useless comments, which we have observed in some cases. Most often we say, as you might see it at the bottom of this sheet, 'Please share this evaluation result with the students, even with the following year's group.' We try not to have much variation between one group of students and those in the following year. Although, there is variation after three or four years, it is minimal from one year to the next. We say that once you obtain the results and make improvements, share it with the students who will attend your class the following year. These students would have already spoken to the students of the previous year. So, if there are problems they know what to expect. Thus, if you share, you will address the issues, and the students will not be surprised and will know how the course proceeds.

Our approach does not involve looking at it as the professor teaching a course and determining whether or not the course

goes well; instead, we look at it from the viewpoint of a professor teaching many courses and maybe adopting a similar teaching approach for most of his/her courses. So, we say that getting an evaluation of one course gives that professor information about other courses as well. I am not sure if you follow what I mean. Thus, we feel that we do not have to evaluate the same course twice. We assume that if the professor gets feedback from one course he will realize that the same is applicable to other courses as well. For instance if the students in one course say that I speak too fast, maybe I do that in other courses as well. Thus, I will apply the feedback to my other courses. It might be better to get more evaluations in one course, but because of the likelihood of saturation of students and some professors as well, we prefer to spread it over more courses and more time. Is your question answered?

Koichi Setoyama

Yes, I think it is.

Summative evaluation and formative evaluation

Taro Mochizuki

Do you mean that these questionnaires are designed for summative requirements rather than formative requirements? But, it does not prevent professors from conducting formative evaluations, does it?

Denis Berthiaume

It is summative from the students' viewpoint. Formative means evaluation for feedback and summative means evaluation for administrative purposes. For some students, the evaluation is still regarded as summative. We would like them to see this as their chance to give feedback to the professor, thus keeping it purely formative. Since it is formative from an institutional perspective, it is confidential and the professors do not have to report on it. They have to say what they see in their results. One question sometimes asked by the Deans, the Rector and the other people in the university is how we can be sure that the professor is telling the truth. They say that the professor could tell us that the evaluations were all positive. My answer to them is that the professor could also tell us that they have published 100 articles, and we trust them. So, the issue is the same here; it is academic integrity. The professors know that we trust what they say regarding their teaching. If we find out that they lied, it is similar to lying on their research. It implies a lack of academic integrity and there could be disciplinary measures. Therefore, it is a purely formative approach that rests on the premise that the professors tell the truth and that they used the results.

Taro Mochizuki

So, it is formative in that sense. But, people know it is used for contract renewal, do they not?

Denis Berthiaume

It is indirectly used for contract renewal. Some people would like to see what the professors give us with their self-evaluation. Then we can say, 'Oh, there is more blue than red. Let's reappoint the professor.' This would be easy, but then it would defeat the entire purpose. We do not want to see these, and the professors do not have to submit these. We want the professors to tell us, 'During these six years I did three or four evaluations; here are the positive and the negative aspects of my teaching, and here is what I did for improvement.'

*Static evaluation and dynamic evaluation***Denis Berthiaume**

We then get into evaluation issues. Let me give a 5-minute theoretical explanation about the evaluation. There are two types of evaluations—the static and dynamic. Static evaluation is when you look at the result and you say, 'Look, this professor is good, there is more blue than red.' It tells you what a person can do at the moment based on past realization. Dynamic evaluation is when you may or may not look at this, but the professor says, 'This is what comes out of my evaluation, this is what I see in it, this is what I plan on doing, and this is what I did.' So, we are looking at past realizations, and the person's ability to draw conclusions from it and project himself/herself in the future. This gives us an idea of the developmental path of that professor. Thus, by knowing what the professor sees in his/her evaluation and seeing the measures he/she takes, we are able to see that in five years a certain professor may be problematic, and the path of development could be like this or like that. We would like that. So, we are able to see whether this is the kind of professor we want. Thus, it is purely formative. It is indirectly used in the assessment of professors, but it is used from a dynamic viewpoint. We do not want to base our judgment on this but on the thinking of the professor behind this.

Taro Mochizuki

That is why the self-report is important.

Denis Berthiaume

Yes. So, we have to make it both confidential and self-reported.

Taro Mochizuki

It is the process that is important, is it not?

Denis Berthiaume

Exactly. It is the process that is important, and not the result. The problem is that I sometimes have to convince the university's higher management into seeing things from this perspective. If they have a static view, it does not work. Some people constantly want to see if there is more red than blue, or more blue than red.

*Self-reports of professors***Tomoko Arikawa**

With regard to the issue that you have been talking about, you remarked earlier that the results of the evaluation are kept confidential, only you as the director of CSE and the professors could know of these, and the professors in turn write their self-reports. Do they write a report?

Denis Berthiaume

Yes, they do.

Tomoko Arikawa

I have another question. I suppose that the people who are in charge of evaluating professors at your university would evaluate the professors' research and administrative contribution in the overall evaluation. I would like to know the criteria on which they base their judgment while evaluating the professors' research and administrative contribution and how much importance is given to teaching, compared to the importance attached to research and administrative contribu-

tion.

Denis Berthiaume

As I said earlier, the problem is that policies are only partially implemented after the programme is developed. So, on arriving in Lausanne, one thing I found was that we asked people to evaluate and self-report on their courses, but there were no criteria to evaluate. Therefore, we needed to develop criteria to ensure that people stayed in the mode of dynamic assessment. Thus, this summer, we have just finished developing the criteria for the teaching evaluations. I do not look after the research or the administrative aspect. Research tends to be easier because people look at the number of publications, the volume of research funds collected, the impact factor of the publications—basically the same criteria you would use in Japan as well. In your field, when a group of people look at your publication and see that you have two publications in *Nature*, they know that you must be a good researcher to have been published in *Nature*. The problem is if you are from the field of social sciences and the humanities, there are no reputed publications with the reputation of *Nature*. Therefore, the impact factor is not as important. This applies to research. For administrative purposes, all they want to see is the number of hours spent on administration. Thus, it is fairly straightforward and very easy to see whether or not a person does his job. The problem with teaching is that people in the university do not talk about their teaching as a matter of principle. Some call this the pedagogical solitude. When we teach, we close the door; we do not talk to anybody about our teaching. Consequently, people do not know how to assess each other's teaching.

So, we have developed the criteria. With regard to the teaching portion of the self-report, we have developed a guide so that the person who drafts the report knows exactly what information to provide. For instance, we ask them to talk about their philosophy of teaching; what teaching means for them, what learning is and what their role is as a teacher. Then, we ask them to provide a table of all the courses they have taught, the methods that they have used while teaching, the materials they have developed, the evaluation they have used for the students and the results of the students' evaluation. By doing this, you can easily see that the criteria come across as, (1) information provided and, (2) coherence. If the professors regard 'teaching' as 'lecturing', then why do they do so? Is there a reason? Do they have a rationale behind 'lecturing'? If they are using a multiple-choice questionnaire, do they have a reason for doing so? Therefore, if we persist with dynamic assessment, it will be sufficient if people produce their reports and provide all the information because these will probably help them think about certain aspects that may have escaped their attention. Besides this, we try to make sure that the teaching is coherent. Another category of material is the results of the evaluation by students. Then, we ask them to talk about their graduate supervision. Finally, they do a global appreciation of what works and what does not and how they visualize their development in the next few years.

So, the criteria then are coherence, accuracy and completeness of information. We have a grid now that enables the faculty- and university-level people to look at it and say, 'Okay, the information is there and it is coherent.' If the information is missing, the report is sent back to the professor who then knows what needs to be filled in. We now have the criteria, but we need to teach the assessors how to use them. My boss, the Vice Rector, with his colleagues and the faculty Deans will do that by ensuring that everybody is on the same wavelength at this stage. I am involved in helping people prepare their reports, but not in the evaluation. Is your question answered?

Tomoko Arikawa

Yes, I think so.

Taro Mochizuki

Thank you. Quality evaluation is important but difficult.

Denis Berthiaume

Yes. Like in your university, the purpose behind evaluation is quality enhancement. We try to stay away from quality assurance—a domain where we use the report in a summative and administrative way and there we want to see more blue than red.

Taro Mochizuki

Any other questions or comments?

Tomoko Arikawa

Is the self-report mandatory?

**Denis Berthiaume**

Yes, it is.

Tomoko Arikawa

Is there any format for self-reports?

Denis Berthiaume

There is a format. There are university directives or regulations, and people know what they have to report on. For instance, for research, you have to list your publications and their impact factors, and you have to list the number of research grants, the funds and the number of people involved. In teaching, you have to list all the courses you have taught during the previous six years, the number of students, the level of the students and other related factors.

If a self-report covers a period of six years and the minimum policy is one course every two years, there should be three evaluations covered. The professors are free to explain things the way they want. We want them to say, 'I did evaluate three courses, this, this and this. Each course has a number of students, and these are the positive aspects that emerge out of the courses as the following.' We do not want them to do it for every course. As I said earlier, we want them to develop an overall view of their teaching. They can say anything that is positive. They can say, 'And in that course one positive thing that came up was that I used good examples; in another course, it was that I had lots of interaction with the students.' Then they would say, 'On the negative side one thing that emerged from across three courses was that I spoke too fast. In one course, my explanations were too difficult.' Then, we want the professors to feedback. They could say, 'This is one case. Very often, the explanations were considered difficult by students in my course. However, I know that half of the students come from abroad and they do not have the necessary background for the course, while the other half come from here and do not attend class because they think it is too easy. Hence, the people who answered the questionnaire were people who faced difficulties in the course. Therefore, I can simplify the course for the former category of students; however, I can not do much for the latter.' We are happy with an explanation like this because as long as the professor knows in the underlying reason with respect to the course, he/she can say, 'I might try to do this to improve it, but I am not sure this will work.' This is the attitude we want to see more than merely ensuring that a course is good.

I will give you an example. A professor called me recently when he received his course evaluation results. Normally, his course evaluations are shown blue *i.e.* he is a good professor. This year it was half blue and half red. He did not like it and he called me. He said, 'Oh, I know why the results are like this. We have just opened this course to non-biologists, whereas it is a biology course. However, I didn't modify the content. Therefore, the non-biologists could not follow it and found it to be very difficult. Hence, that is why half of the course finds it good, while the other half does not.' He

said, 'Can we separate the two groups, so that I can get a good evaluation?' I said to him, 'That is not the purpose. We are not worried if there is red in your evaluation. If you can justify the results the way you have just explained it to me and then tell me about your remedial action. For example, maybe give different assignments in the class, it will suffice.' The professor did not see it this way. He wanted to obtain a favourable result from the good students. So, we sometimes need to explain to them for their understanding. Is your question answered?

Tomoko Arikawa

Yes. Thank you.

Students as evaluators

Taro Mochizuki

Any other questions or comments? Yes, please.

Koichi Setoyama

Based on my recent experience, I strongly feel that the course evaluation largely depends on the evaluators', that is, the students' ability to evaluate. I looked into their evaluation result in my law school class. The students who studied hard and obtained good grades usually evaluated me favourably because they learnt a lot in the class; however, those who did not study hard learnt less in the class, for which they evaluated me unfavourably. If the students like me, they accord me a good evaluation. More than 80% of the students mark 'yes' which is excellent or good. However, two or three students always mark 'no', because they dislike me.

Denis Berthiaume

Very often when people answer 'yes' or 'no', i.e. the extremes, they tend to give a reason for doing so in the open-ended questions. Often, this is the case. Mostly, we can relate one answer with another. This is interesting because here we are talking about two effects. One is what I call the Guru effect, wherein everybody likes you—'Oh, he is such a nice professor—and we put in yes.' It is not always good because the students are sometimes blinded by the Gurus and are not critical of them. You need them to be somewhat critical at times. The second effect is the outlier effect. A group of 10 always has one person who thinks differently from the others. You can be the best professor, the most genial person, but there will always be one person who will not like what you do because he/she has very different personal preferences. So, we tell the professors that there maybe a Guru effect if it is only blue for all the questions. The evaluation needs to be approached sceptically. So we tell them, 'Do not try to go beyond 80%. If you are 80% positive, it is excellent. If you try to go beyond 80%, you are likely to face the "short blanket syndrome".' If the blanket is too short and your chin is cold, you pull it up. Then if you have cold feet, you pull it down and your chin is cold. So, trying to increase beyond 80% by trying to appease the outlier, you may lose somebody else. If you try to please everybody, you will always lose somebody. So we say that 80% is adequate and caution professors from trying to get more. At the same time, it is not nice if you have got a few people who do not like you as a person. We do not like to have people who do not like what we do, but we have to say, 'That is life, that is normal. That is the normal distribution in a group.' So, you probably should keep this in mind and be happy.

Taro Mochizuki

But, sometimes professors are disappointed.

Denis Berthiaume

Yes. This is the psychologist in me talking. I say this is normal, but it is part of our learning. We can not achieve 100% satisfaction. If this is normal, we need to be happy with this. We need to be wary of situations where everybody likes us because then we can harbour false impressions. We might think everything is fine. It may be that they like us so much that they will not tell us that we are speaking too fast or that our slides are not very good or things like that.

Koichi Setoyama

If this type student comments on the reason, I can understand why he/she does not award me high scores. I always ask students to evaluate my class in comparison to my previous classes. However, some students give me a -3 or a -4 because their classmates were noisy, it was too cold in the classroom, they were not prepared for the class... These are not my fault!

Denis Berthiaume

In our questionnaires, outliers sometimes do not mention their reasons. When they do offer reasons, we have it in the open-ended questionnaire. We can see the extent of the trend. Therefore, for classes with more than 25 students we perform content analyses, categorize things and calculate frequencies. Often, professors do what the students do. They go through the 10 pages of comments and see one comment that reads as, 'The professor is not a nice person, he should not be teaching.' Although other comments are positive, the professors see only that one. They focus solely on it and chart the future course of action. If the comment conveys that it is a poorly structured course, the professor gets stuck on that one comment out of 200, and changes the course. Subsequently, the ratings plummet to 50% during the next evaluation. The professor is surprised, 'But why?' The course seems fine because other students say nothing about it. So, we conduct this synthesis to help them see that it is only one comment out of 200 and that they should only pay attention if the number of such comments was close to 40. Then, it would represent about 20% of the course and thereby would reflect a problem. So, it is just important to put things in perspective. While going through the open comments, people might not grasp that a student saying that the course was too fast or another saying that there was too much content may imply the same thing, that is, the course progressed too fast because there was too much content. So, the professor might look at these comments as different. However, when we put them together we say, 'Look, half of the students think there is too much content, and it goes too fast because of that.' It is sometimes difficult to see the emerging trend, so we do the exercise. It is lengthy process because you have 200 students and 15 pages of comments. You need to go through them systematically. It takes about 1-1/2 hours to do that.

*Feedback and publication of the results***Taro Mochizuki**

I have one more question. How do you manage the feedback? Do you publish the results?

Denis Berthiaume

No, not really. As shown earlier, we ask professors to give a return to students. Often in one-third of the courses, the professors do the evaluation at the two-thirds stage of the semester. We take about 1-2 weeks to do the data entry, produce the result and send it back. If the professor says, 'I would like to do the return to the students on that date,' we try to do it. Sometimes, they call us on Wednesday and want the results on Friday for a class of 250 students. Unfortunately, we have to say that it is not possible. However, we try to do it. We try to encourage the professors to do it. Some put the results on the course web system, Blackboard or other systems; others just send an e-mail to all the students; and some others actually make it transparent, present it in class and explain their teaching performance to the stu-

dents. Such communication is important to act on the feedback of students. We want this dialogue to take place on any of these channels, virtual learning environment; face-to-face in class; or, as explained earlier, with the existing group of students or with the next group because the latter will join the course the following year. If something does not work, the students will come and say, 'We know this is what happened, and do not like it.' If the professor begins the course by saying, 'Last year we did that, it did not work, I changed it to this,' the students will say, 'Yes, thank you.' So, we encourage this. From what I hear from the professors, about two-thirds of them have a dialogue with the students. If they engage in dialogue, their frame of mind prepares them for the presenting of the report, the results of the report, and explaining of their efforts. This is what we want to see in the professors.

Taro Mochizuki

So, the feedback to students has been given by professors.

Denis Berthiaume

Yes. We do not produce an annual report, although we will be initiating a programme for qualitative analysis. All the questionnaires that are evaluated in a year will include all the students' comments. We will be able to start carrying out comparisons by year and by faculty. If the students talk about course structure, we will know what they are talking about. So, we will be able to have a general overview of what is going on in these courses and then compare that with the results. So, we will be able to take all our Excel files with the results, combine them and obtain comparative results there.

Taro Mochizuki

Will that report be published in the near future?

Denis Berthiaume

No. This is something on the verge of starting. I need to hire somebody to do that. We do not have enough people. Ideally, it would be something that we do every five years—something that shows the evolution of teaching, certain characteristics of the faculties and our observations from the evaluation. It is not meant for wide distribution but for people who are interested in having an idea of teaching and learning culture and the differences between the two. So, it would be intended for the Deans for their direction. It is a long-term initiative because in our context, we do not think it is useful on a yearly basis. On a five-year basis, it will be quite interesting because many things will have changed policy-wise. So, it will give us an idea if there was a perceived change in students as well.

Taro Mochizuki

Okay, Denis. Thank you very much. If there are no other questions or comments, I would like to close this session. Thank you for coming this afternoon.

[Appendix 1: Course Evaluation Questionnaire - Lecture, UNIL]

**Course Evaluation Questionnaire**

Course :

Semester :

Programme :

Professor :

Faculty :

Answers to this evaluation questionnaire help professors obtain a more precise view of how teaching materials, teaching style, and the learning process are perceived by students. It also provides professors with suggestions for improvement. Thank you for filling out this questionnaire. Please feel free to express your views; this questionnaire is anonymous. Please tick the appropriate box for each question and provide comments at the end of the questionnaire.

In which faculty are you registered as a student	<input type="checkbox"/> Theology	<input type="checkbox"/> Law	<input type="checkbox"/> Arts	<input type="checkbox"/> SSP	<input type="checkbox"/> HEC	<input type="checkbox"/> FGSE	<input type="checkbox"/> FBM	<input type="checkbox"/> EPFL	<input type="checkbox"/> Other
How many years have you spent in higher education up to now (including the current year) ?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6			
For you, this course is :	Optional <input type="checkbox"/>					Compulsory <input type="checkbox"/>			

General aspects of the course

	no	rather no	rather yes	yes	no opinion
1. Course objectives were clearly defined	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The course was well structured	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Important notions were sufficiently developed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Your personal reflection was stimulated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The course was supported with enough illustrations (examples, cases, exercises, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The professor was sufficiently available to answer your questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. You were made aware of the grading and evaluation before the exam (type of exam, duration, preparation, use of material, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. You know what is expected of you at the exam (knowledge, skills)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. This course is well integrated in your program of courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. How many hours weekly did you dedicate to the course ?	<input type="checkbox"/> 0-2h	<input type="checkbox"/> 2-4h	<input type="checkbox"/> 4-6h	<input type="checkbox"/> 6-8h	<input type="checkbox"/> >8h
11. The course is well adapted to your previous knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. You attended the course regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Globally, you learned a lot from this course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Presentation of the course

14. The course was presented in an interesting and dynamic way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The professor's oral expression was good (clarity, volume, tone, flow)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. The course was properly supported with documents (texts, references,...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. You systematically used the recommended documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Supporting materials (texts, slides, photographs, films, etc.) were used in an appropriate manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Course assignments (exercises, seminar assignments, case studies, ...)

	no	rather no	rather yes	yes	no opinion
19. The course assignments were useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. The course assignments were well integrated into the course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. There were enough teaching assistants for this course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Global appreciation

	no	rather no	rather yes	yes	no opinion
22. Globally, you have enjoyed taking this course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you consider that you or any other person was discriminated against in this course. If yes, please clarify the type of discrimination and what makes you say so:

In your view, what are the strengths of this course:

In your view, what aspects of this course might need to be improved:

Additional comments, clarifications, or suggestions:

[Appendix 2: Course Evaluation Questionnaire - Seminar, UNIL]

**Seminar Evaluation Questionnaire**

Course :

Semester :

Programme :

Professor :

Faculty :

Answers to this evaluation questionnaire help professors obtain a more precise view of how teaching materials, teaching style, and the learning process are perceived by students. It also provides professors with suggestions for improvement. Thank you for filling out this questionnaire. Please feel free to express your views; this questionnaire is anonymous. Please tick the appropriate box for each question and provide comments at the end of the questionnaire.

In which Faculty/School are you registered ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Theology	Law	Arts	SSP	HEC	FGSE	FBM	EPFL	Other
How many years have you spent in higher education up to now (including the current year) ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	1	2	3	4	5	6			
For you, this course is:	Optional <input type="checkbox"/>				Compulsory <input type="checkbox"/>				

Organisation and clarity

	no	rather no	rather yes	yes	no opinion
1. The outline for the seminar was presented clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Course objectives are clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Recommended readings facilitate progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Course materials provided by the professor facilitate learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Workload is adequate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Intellectual stimulation

6. The professor shows interest in teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The professor fosters reflection and contributes to broadening the cultural horizons of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Interaction between professor and students

8. Students are encouraged to share their ideas, knowledge, and experiences relevant to this seminar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The professor shows respect for ideas expressed by the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The professor helps students develop analytical and synthesis skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evaluation and feedback

11. Guidelines for completing assignments are clearly stated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The professor provides adequate support for the completion of assignments by students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Comments on assignments foster progress on the part of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



In your view, what are the strengths of this seminar?

In your view, what aspects of this seminar might need to be improved?

Additional comments, clarifications, or suggestions:

[Appendix 3: Analysis of results]

Course Y	
Professor Y	
Semester : Winter 2006	Filled questionnaires: 25

Analysis of results**Overall appreciation**

Overall, the course seems to meet the expectations of a majority of student students either in terms of its content, its structure, or its organisation (around 80% agreement to questions 1, 2, and 3, and 50% agreement to question 22).

More specifically, some students mention:

- That the content of the course is very useful for them and, as such, was interesting to them (6 comments).
- That the professor is knowledgeable in the topic, that her experience in the field is valuable, and that the participation of a guest lecturer was useful and interesting (3 comments).
- That the fact that the course is offered in English is a great opportunity for them to learn and/or practice the language (5 comments).

What does not seem to meet the students' expectations :

Several students mention that they find the exercices particularly useful in order to deepen their understanding of the course material; however, they would need to obtain the answers to the exercices to self-asses and therefore ensure that they understand properly (17 comments and 60% disagreement on questions 19 and 20).

Also, some students mention that they would like to have more opportunities for interacting with the professor by asking questions (7 comments and close to 70% disagreement on question 6).

Please share the results of this evaluation with the students (even with next year's group)

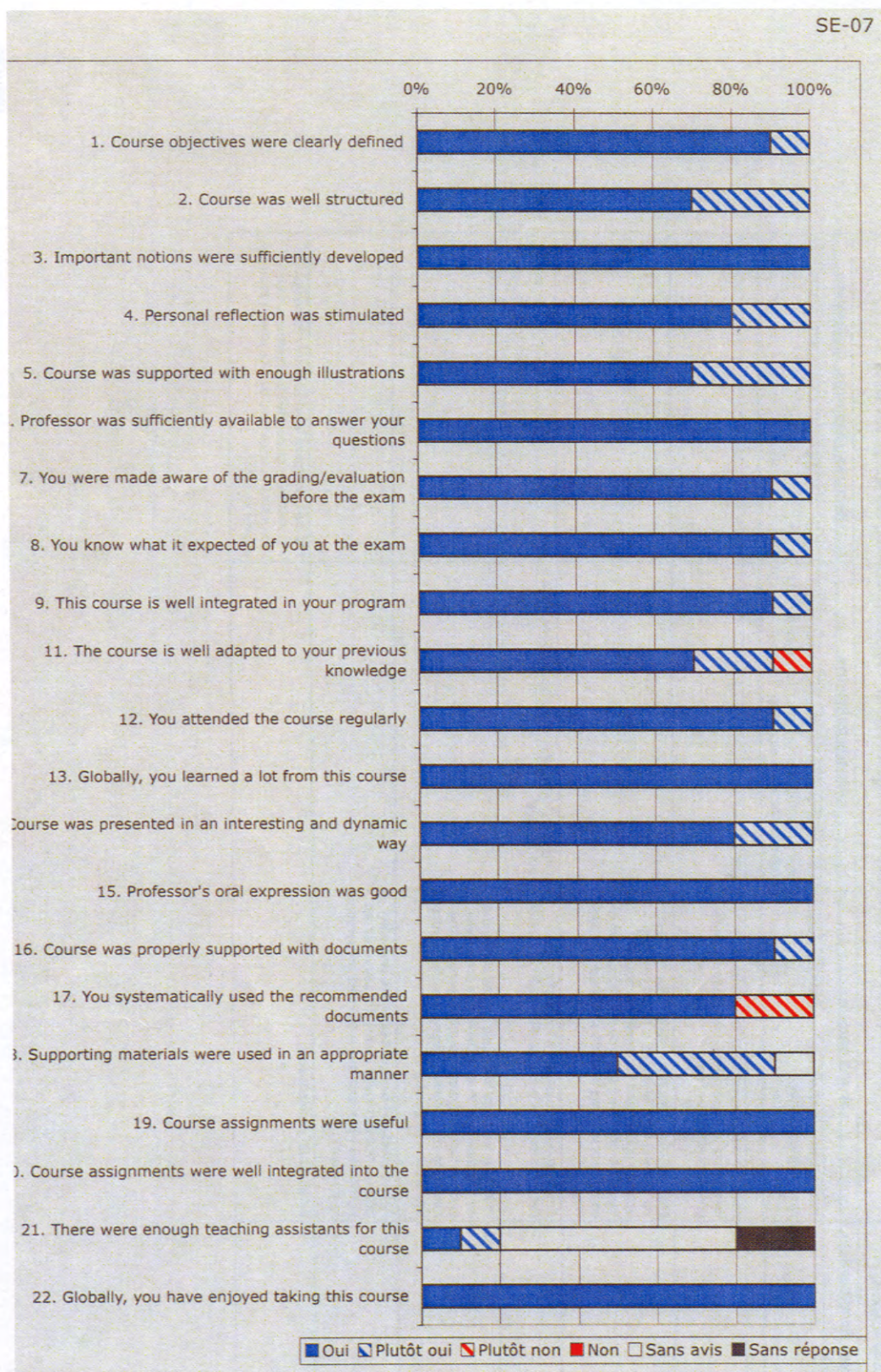
Direction

Centre de soutien à l'enseignement

|||||

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[Appendix 4]



[Appendix 5]

Prof. X
SE-07

Course X

To each line corresponds one student		Transcriptions are as close as possible to the students' comments, including orthograph and style		
Perceived discrimination	Strong aspects	Aspects to improve	Remarks, comments, suggestions	
No.	The assignments were very useful. Favara was always ready to help.	I would like to continue a macro course in fall 2007 with professor Favara. This would be very useful for the MScE students.		
	Giovanni was always available for questions. He was trying to explain well, he repeated several times important notions.	Start at time and finish at time!!!		
No	Previous basic concepts (advanced), which are very useful for a whole lot of other courses -> helps to understand academic literature. Structure improved towards the second half of term. First lectures weren't organized in a good way.			
No!	Small group of students. A lot of interaction between the prof and students. Good professor.	In my view the course could be expanded to a 6 credit course.		
No	Professor was very adaptive, course builds well on previous one. The problem sets are helpful and the fact that they count is important. The handouts are excellent, overview session. After the break was good.			
No	Problem sets (3) have to be handed and are graded. Not very good during the semester but at the end I feel that this is the best preparation to an exam!			
no	Small class, problem sets.		The best professor we had in this semester. He was extremely responsive to questions. Open door policy in his office, he was always ready to answer questions.	

UNIL/CSE

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18.9.2007

[Appendix 6]

Course X

Prof. X
SE-07

Nombre de questionnaires traités:

10

Dans quelle Faculté ou École êtes-vous inscrit-e	Combien d'année(s) universitaire(s) ...	Cet enseignement est-il....*	Question 10: Combien d'heures hebdomadaires consacrez-vous à l'étude du cours
Théol. 0	1	0 optionnel	8 0-2h
Droit 0	2	0 obligatoire	0 2-4h
Lettres 0	4		5 4-6h
SSP 0	4	2	1 6-8h
HEC 9	5	2	0 >8h
FGSE 0	6	2	0 Non réponse
FBM 0			
EPFL 0			
Autre 1			

*Plusieurs réponses possibles

1. Course objectives were clearly defined
2. Course was well structured
3. Important notions were sufficiently developed
4. Personal reflection was stimulated
5. Course was supported with enough illustrations
6. Professor was sufficiently available to answer your questions
7. You were made aware of the grading/evaluation before the exam
8. You know what it expected of you at the exam
9. This course is well integrated in your program
11. The course is well adapted to your previous knowledge
12. You attended the course regularly
13. Globally, you learned a lot from this course

Degré de satisfaction

1	2	3	4	5	6	TOT.**
0	0	1	9	0	0	10
0	0	3	7	0	0	10
0	0	0	10	0	0	10
0	0	2	8	0	0	10
0	0	3	7	0	0	10
0	0	0	10	0	0	10
0	0	1	9	0	0	10
0	0	1	9	0	0	10
0	0	1	9	0	0	10
0	1	2	7	0	0	10
0	0	1	9	0	0	10
0	0	0	10	0	0	10

Présentation du cours

14. Course was presented in an interesting and dynamic way
15. Professor's oral expression was good
16. Course was properly supported with documents
17. You systematically used the recommended documents
18. Supporting materials were used in an appropriate manner

0	0	2	8	0	0	10
0	0	0	10	0	0	10
0	0	1	9	0	0	10
0	2	0	8	0	0	10
0	0	4	5	1	0	10

Travaux complémentaires

19. Course assignments were useful
20. Course assignments were well integrated with the course
21. There were enough teaching assistants for this course

0	0	0	10	0	0	10
0	0	0	10	0	0	10
0	0	1	1	6	2	10

22. Globally, you have enjoyed taking this course

0	0	0	10	0	0	10
---	---	---	----	---	---	----

Degrés de satisfaction:

1 = non
2 = plutôt non4 = plutôt oui
4 = oui5 = sans avis
6 = non réponse

**Total: nombre de réponses enregistrées par question