

**STUDENTS' ASSESSMENT OF
LECTURERS FOR ENHANCED
TEACHING AND LEARNING**

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Overview of the Presentation

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Introduction

● A Pilot Assessment of Lecturers by Students was conducted by the Directorate of Quality Assurance between September and November 2012 covering the following Faculties:

1. Faculty of Clinical Sciences
2. Faculty of Dentistry
3. Faculty of Technology
4. Faculty of Agriculture and Forestry
5. Faculty of Pharmacy
6. Faculty of Basic Medical Sciences
7. Faculty of Veterinary Medicine
8. Faculty of Science



A more comprehensive survey was conducted between March and November 2014 in the following Faculties:

1. Faculty of Science
2. Faculty of Education
3. Faculty of Law
4. Faculty of Technology
5. Faculty of Pharmacy
6. Faculty of Public Health



This has yielded a lot of information to help improve teaching and learning in the University



Goal and Specific Objectives

Goal: The goal of the assessment is to improve teaching and learning in the University

Specific objectives:

- To inform the university stakeholders on key findings from the survey of students' assessment of lecturers
- To obtain feedback from the university stakeholders based on the findings presented
- To harvest suggestions from the university stakeholders on how to improve on the evaluation strategy



Method Adopted

- Students were required to be part of Evaluation of Teaching Effectiveness in Classrooms at the University of Ibadan.
- A validated questionnaire developed by the University was administered to the students
- They were instructed not to write their names or matriculation numbers to foster objectivity in their assessment.
- The students were to give honest opinions about their teachers' effectiveness



Indicators Used in the Evaluation

1. Enthusiasm

- ✿ Appears confident and friendly
- ✿ Is active and demonstrative when teaching

2. Warmth

- ✿ Smiles frequently
- ✿ Is approachable in and out of the lecture room
- ✿ Takes time to explain difficult concepts in class

3. Credibility

- ✿ Is open, honest and fair in his/her dealings with students
- ✿ Openly solicits and accepts students' comments and criticisms
- ✿ Shows no favouritism in his/her dealings with students

4. Expectation for Success

- ✿ Clearly informs students of the course objectives
- ✿ Stimulates students' interest in the course
- ✿ Calls all students often and equitably to respond in class
- ✿ Helps students modify incorrect or inadequate responses

5. Encouraging and Patient

- ✿ Is optimistic, positive and cheerful
- ✿ Is a good and active listener when students are speaking

6. Professional

- ✿ Treats the subject seriously and with passion
- ✿ Comes to class regularly and promptly
- ✿ Maintains a professional image
- ✿ Is always fair but firm

7. Adaptability

- ✿ Is flexible in course activities when the need arises

8. Knowledge of the subject

- ✿ Has a good mastery of what he/she is teaching
- ✿ Recommends relevant reading materials for the course and advises students on how to access them

9. Pedagogy

- ✿ Uses various instructional approaches
- ✿ Employs jokes and other creative means in lesson delivery
- ✿ Employs instructional resources in lesson delivery

10. Assessment

- ✿ Gives regular assignments/tests
- ✿ Provides feedback on assignments/tests
- ✿ Encourages students to successfully complete tasks.

All these were rated as:

1: Poor; 2: Fair; 3: Good; 4: Very Good; 5: Excellent.



Comparative Rating

The Students were also asked to rate their lecturers in comparison to all other lecturers that have taught them in this University.

- (a) Outstanding
- (b) Above Average
- (c) Average
- (d) Below Average
- (e) Poor



Summary of Findings

<u>Rating</u>	<u>Score (%)</u>
(a) Outstanding	40.5
(b) Above Average	34.5
(c) Average	19.0
(d) Below Average	4.0
(e) Poor	2.0



Summary Of Findings

- Over 40% of the students rated their lecturers Outstanding
- Over 34% rated their lecturers Above Average
- About 20% rated their lecturers Average
- Less than 5% of the students rated their lecturers Below Average
- Only 2% of the students rated their lecturers Poor
- Most lecturers were found to have mastery of their courses
- They were approachable, thorough, disciplined, principled and demonstrative while teaching.



- Most of the lecturers played fatherly/motherly roles i.e. gave advice that would benefit the students in future.
- They were motivators.
- A student said “*A lecturer changed her opinion of what she thought lecturers are because they were told before coming into the University that lecturers are wicked ...and all that.*”
- However, some lecturers were found to be unapproachable and unfriendly
- Some have no respect for students’ opinions and very inconsiderate
- Some didn’t dress properly to classes



- Some used abusive languages (e.g. referring to students as “*wasted generation*”)
- Some didn’t attend classes regularly, while some always came late to classes.
- Some lecturers were always busy with other engagements outside academic and as such didn’t have time for the students.
- Some lecturers didn’t prepare adequately, update their notes and communicate effectively.
- Some didn’t make their classes interesting and interactive



CONCLUSION

- The lecturer must get to know his/her students intimately. As the teacher's familiarity grows, so the potency of advice deepens proportionately.
- The lecturer must express love and affection toward his/her students. It is this affection that dissolves the students' natural tendency to resist being told what to do. Thus, the advice can penetrate more deeply and effectively.
- The lecturer must take time to reflect upon his/her students' progress, refining and adjusting his/her vision on how best to influence them toward positive change.



RECOMMENDATIONS

- The lecturer-students relationship should be improved upon.
- Lecturers must express love and affection toward the students.
- Lecturers should make their classes interesting and interactive
- The Authority should provide public address systems to aid effective communications
- Those lecturers rated outstanding by the students should be commended and those rated below average should be counseled and helped to improve on their teaching methodologies.



**Thank you
for listening**