

EvaluatUM THE INFLUENCE OF THREE DIFFERENT FACTORS ON LECTURE EVALUATION AT TUM

FINAL RESEARCH HYPOTHESIS

1. Giving students time to fill out the questionnaire in the middle of the lecture leads to significantly higher feedback rates compared to not motivating the students during the lecture.
2. Online evaluations increase the return rate in comparison to paper-based evaluation if both are conducted similarly.
3. A shortened evaluation questionnaire with focus on open questions contains more feedback than a questionnaire with focus on single choice questions.

SUMMARY

Evaluating lectures is a complex topic, especially if the evaluation is interconnected with a broad quality management system as at TUM. Although having already obtained a well-elaborated evaluation system at TUM, our study suggests that small changes can significantly improve the evaluation system even further:

1. Significantly increased quantitative feedback by providing time to fill out the questionnaire during the lecture
2. Insignificant change of the response rate by using paper or online based evaluation
3. More high quality feedback with shortened, open question focused questionnaires

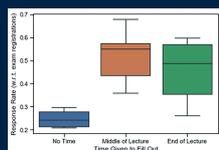
RESULTS

1. Time Slot

Faculty: MSE
No. of lectures investigated: 15

- Significant higher response rate if time provided during the lecture
- Middle of Lecture slightly better than End of Lecture, but not significantly

	Mean Difference of Response Rates	p-value	Interpretation
Middle of Lecture vs. End of Lecture	-0.063	0.655	Not significant
No Time vs. Middle of Lecture	0.271	0.013	Time provided around the middle of the lecture significantly increases response rates compared to not providing time at all
No Time vs. End of Lecture	0.208	0.045	Time provided at the end of the lecture significantly increases response rates compared to not providing time at all

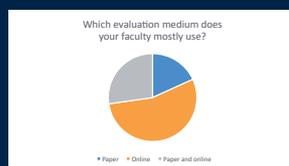


Response rate with respect to exam registrations of the investigated lectures, grouped by the time provided to answer the questionnaire.

2. Evaluation Medium

Faculty: MSE
No. of lectures investigated: 15

- "With time" more comparable (since time in paper based evaluation is always provided)
- No significant difference between evaluation media



Group Suggestions to improve the lecture	Response Rate w.r.t. Exam Registration	p-value (compared with paper based evaluation)
Paper based evaluation	39.9%	n/a
Online based evaluation	42.1%	
- No time provided	24.7%	0.20 (not significant)
- With time provided (at the middle or end of lecture)	48.4%	0.04 (significant)

Results of the case study investigating the impact of the evaluation medium.

3. Question Type

Faculty: CH (1 Lecture)
Method for comparison: Teaching Analysis Poll (TAP)

- More comprehensive answers in questionnaires with focus on open questions
- Similar responses in single choice questions in both questionnaires



Comparison of the open-responses in the two questionnaire versions. Positive refers to the question "Positive aspects of the lecture", while Improvement refers to the question "Suggestions to improve the lecture".

Suggestions to improve the lecture	Current Questionnaire	Modified Questionnaire
overall amount of answers to open questions	29%	79%
words used in the open questions	222	285
Positive feedback	25	74

Important indicators for investigating the question type

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