Trust is good, control is better? About the contradictoriness of evaluation in higher education

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Keywords: Evaluation, competence, performance, quality management

Abstract

Evaluation in Higher Education, based on asking students as experts on learning, has become a standard. But the goals and expectations differ from stakeholder to stakeholder (students, lecturers, University Board). Should it be a formative or summative evaluation? Should we evaluate the lessons in the classroom, the exams, or the course as an unit? Want we know the performance of the lecturer(s) or the quality of the course? How valid are the evaluations?

Workshop Proposal

Session objectives:

- Know examples of different practices in evaluating Teaching and Learning Processes
- Delegates are reflecting the perspectives of Stakeholders and their demands on Assessing and Evaluating the Teaching & Learning Processes
- Participants get ideas how to adapt their evaluation system fort their demands.

Session Activities

A short introduction will be given. We will present the different views of the involved stakeholders. Experience from the delegates will be collected and documented with an open protocol. For the main part of the Workshop group work is planned to work on alternative procedures of evaluating the quality of teaching and learning. At the end the results will discussed and summarized.