

Assessment of Lecturer's Teaching Activities through Students: Theoretical and Practical Concept

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ABSTRACT : Education plays an important role in the development of the country, specifically as a place to create knowledgeable human resources to ensure the growing economic and social activities. The assessment of training quality in a higher education institution is of interest to countries and sectors. There are many forms of evaluation of teaching activities of instructors such as: self-assessment by instructors, peer-reviewed evaluation, leadership evaluation, assessment through teaching records, student learning outcomes, etc and through student feedback. Research shows that the form of student evaluate instructors is important because students are both the center, the object, the product of the training process, and the main beneficiary. Therefore, assessing the quality from the student's point of view is one of the measures of training quality. However, student evaluation of instructors is also affected by a number of objective and subjective factors; affected by demographic characteristics of students, influenced by factors of socio-economic characteristics. Besides, the subjective factors from the lecturer also affect the results of the evaluation of the teaching activities of the instructors.

KEYWORDS – assessment, education, self-assessment, training process, training quality.

I. INTRODUCTION

The important function of education is to form and develop a comprehensive human personality. Lecturers are those who directly educate and train the young generation in accordance with educational purposes. Lecturers are responsible for imparting to the young generation a system of scientific knowledge, skills and techniques of professional work, indoctrinate them with genuine ideals and ethics, a system of values, and cultural quintessence of the nation and humanity, training them to become useful people for the country. Lecturers play a decisive role in the success or failure of education and training in all countries and at all times. The participation of students in evaluating the teaching activities of instructors is not a new job. In European countries, the United States or some other countries, this activity has existed for a long time and takes place regularly. In Vietnam, the evaluation of teaching activities of instructors through student evaluation has been carried out in many universities since the development of education quality assurance activities.

II. LITERATURE REVIEW

In evaluating the teaching activities of instructors, students always actively participate in the feedback process. If students engage in monitoring and supervising their work, instead of just seeking to reinforce their abilities for the instructor to provide higher quality feedback, they can develop methods to build their own self-adjustment abilities [1]. Research has shown that consulting with student evaluations significantly increases the likelihood of teaching improvement [2] and has become the most widely used source of information for assessing effectiveness teaching activities of instructors [3]. The evaluation of instructors is mainly carried out in the review and evaluation of emulation at the end of the school year. The lecturer writes a self-criticism related to three areas: a) political ideology, morality, lifestyle, b) sense of organization and discipline, c) assigned professional expertise. Colleagues in the subject commented and evaluated the instructors according to the above three contents. The above review and evaluation are very general, often the same; most of them are awarded the title of "advanced workers", some are considered as "emulation soldiers", sometimes based on emotions. Sometimes, people even agree: "This year focus on this comrade, next year (or next year) will vote for another comrade" [4].

And studies on the influence of students on the evaluation of instructors' teaching activities show that the student evaluation process is influenced by many factors such as the demographic and social impacts of students. Each student grows up in different social environments, but depending on gender, age, major, family, they form different habits, thoughts, understandings, etc. This creates diversity and richness in the assessment of teaching activities of each lecturer.

Evaluating instructors is not a simple task but a necessary one that has been implemented for many years around the world and has started to be implemented in Vietnam. Some universities have applied it, but it has not been truly successful in practice due to many psychological, cultural, and social factors. Additionally, the criteria used are often subjective and do not accurately reflect the quality of the instructor's teaching.

III. MATERIALS AND METHODS

On the basis of documents and research works in the world and in the country related to the assessment of teaching activities of instructors, the author analyzes, synthesizes and generalizes the documents to build building a theoretical framework and instrumental concepts as a theoretical basis for the research problem. At the same time, from the survey results will conduct qualitative and quantitative research to make conclusions and recommendations.

Design an assessment toolkit consisting of 4 main standards with 20 criteria to collect students' opinions on teaching activities of instructors. Using tools to support data analysis SPSS, AMOS and excel to analyze and process information; descriptive statistics of the data collected during the survey, the data from reports, interviews to evaluate the teaching activities of the instructors.

Table 1. Assessment criteria for teaching activities of instructors

Standards	Criteria	Code
Assessment of the teacher's teaching method (R2)	The teacher applies a clear and understandable teaching method.	A1
	The teacher uses various positive teaching methods to encourage students to develop their self-learning, self-research, and teamwork skills.	A2
Assessment of the teaching content (R3)	The detailed course syllabus reflects all teaching requirements.	A3
	The teaching content closely follows the detailed course syllabus.	A4
	The teaching content is related to both the course and the training program.	A5
	The teaching content relates theory to practice in the classroom.	A6
	The teaching content has practical applications in the professional activities of students.	A7
	Teaching content is suitable for students' abilities.	A8
	The teaching content is practical and useful.	A9
	The content of the teaching is up-to-date and modern.	A10
	The teaching content is distributed in a scientific, clear, and accurate manner.	A11
	The teaching content contributes to helping students achieve learning outcomes.	A12
Assessment of assessment activities (R4)	The teaching and self-study materials are clearly presented and provided to students.	A13
	The instructor designs appropriate teaching activities and supports for learners in line with their learning objectives and needs.	A14
	The instructor designs teaching content suitable for the abilities and strengths of different groups of learners.	A15
Assessment of pedagogical style (R5)	The assessment method is appropriate to the training and learning format as well as the learning objectives of the course.	A16
	The assessment content evaluates the level of accumulated knowledge in the subject, problem-solving skills.	A17
Assessment of pedagogical style (R5)	The lecturer has a regular attendance, process and end-of-course evaluations; the weight of the score is appropriate and fair.	A18
	Lecturers come to class on time, teach full periods according to regulations, in accordance with instructors' standards	A19
	The lecturer's preparation of content, materials, and lectures is excellent.	A20

IV. FINDINGS AND DISCUSSION

Studying the context of evaluating the teaching activities of instructors

International research context

Research on teaching activities of instructors has been of interest to scientists for a long time, and by the beginning of the twentieth century, this activity has developed into a task in education, Students have the right to evaluate the teaching activities of lectures formally through toolkits.

Milestones in the formation and transformation of teacher evaluation methods: Medieval Europe: Universities in Europe relied on students to check the teaching of their faculty. The Principal appoints a Student Council, this Council is responsible for recording whether the instructors are teaching according to the prescribed teaching schedule of the school, if there is any slight change outside of the general regulations, the School Board will Students report immediately to the Principal, the Principal will penalize the lecturer for such violations. Students pay tuition fees directly to the faculty, and their salaries are based on the number of students attending classes [5]. Colonial Period: right from the Colonial Period in the 16th and 17th centuries in colleges and universities in Europe, at the end of the school year representatives of the Board of Directors and the Rector attended the lecture to observe the work of the instructors. Ask questions to test students' knowledge of the whole school year. Attending this class cannot assess the knowledge students have accumulated in a school year nor can it assess the effectiveness of teaching, because according to Smallwood's research [6] the instructors ask only easy questions or suggestive questions for students to easily answer.

The modern evaluation period: starting from 1925 is divided into 4 periods: pre-1960s period (1925 - 1960), 1960s period, 1970s period and 1980s period to present. Pre-1960s: In 1927 at Purdue University, Herman Remmers and his colleagues published a validated benchmark for student assessment of faculty. In the 1960s: instructors at universities and colleges were well aware of the purpose and meaning of the Teaching Evaluation Tables and volunteered to use the Standard Assessment Tables for the purpose of improving and adjusting the teaching and learning process, their teaching on the basis of analyzing the results obtained from the Assessment Table.

1970s period: more and more universities and colleges use the Standard Scorecard, According to research by Centra (1979) in the late 1970s, most universities in Europe and the United States used three methods of assessing teaching effectiveness: peer assessment, dean assessment and student assessment, assessors, in which the information gathered from the Student Assessment Sheets is recognized as the most important. Period from the 1980s to the present: there have been more empirical studies on methods of assessing teaching effectiveness and activities of instructors with 4 methods used to evaluate: student assessment, peer assessment assessment, the Dean of the faculty evaluates and the teacher's personal self-assessment table. The research results have concluded that the information collected from the Student Assessment Table may have biased factors due to the personality or personality of the lecturer, the size of the class, the load and the difficulty of the students, curricula, teaching methods, areas of instruction, pre-student interest, and instructors' problem-solving abilities. However, through statistical analysis, researchers have also concluded that the correlation coefficients between the assessment students and their peers and the dean of the assessment department are at an acceptable level [7]. Johnes & Taylor (1990), using indicators based on inputs, processes and outputs, evaluate UK universities. Input indicators include: teaching staff, factory, equipment, land, students, Process indicators include: teaching activities, research activities, management activities, support activities and service research, Output indicators include: Graduates (graduation with employment and career growth), waste rate, research results (publications, inventions, inventions), results do services, outputs and culture [33]. According to M, Michele (1999), the study used standard assessment tables for students to evaluate instructors.

Research context in Vietnam : In Vietnam, building evaluation indicators is still a new field in education. However, this issue has been paid much attention by the Ministry of Education and Training, considering this as a key stage in the implementation of comprehensive educational reform. Therefore, regulations on education quality assurance, development of standards, criteria and evaluation indicators have also been promulgated. This is one of the important bases for the construction of indicators to assess the teaching capacity of instructors in the thesis. According to the Decision No. 67/2007/QĐ-BGDĐT dated November 1, 2007 of the Minister of Education and Training promulgating regulations on standards for evaluating the quality of professional secondary schools, in criterion 6 of the Standard 5 of the Regulation on standards for assessment of the quality of professional secondary schools has stipulated: "...There are plans and methods to assess teaching quality, focusing on the implementation of innovative teaching methods of instructors, , using the results of the assessment of teaching quality to implement teacher policies". In recent years, a number of specialized studies on measurement and evaluation in education have made important contributions to improving the quality of education. In particular, research has been carried out on the development of quality assessment criteria in the field of education such as: the author Sai Cong Hong researched "Developing criteria for

evaluating teaching quality of secondary school instructors applying pilot in Phuc Yen town - Vinh Phuc province" in this topic, the author has built a set of criteria to evaluate teaching quality from which to propose solutions to improve the teaching quality of instructors, of schools in Phuc Yen town [8]. According to a study by P. N. Nguyen (2007), educational institutions use assessment methods such as "peer assessment", "dean of assessment", "student assessment" and "self-assessment of instructors" tablets", Information collected from student evaluation boards is recognized as indispensable in the evaluation of instructors' teaching, making a significant contribution to the development of education and training today. Therefore, most experts believe that student assessment is valuable and should be widely evaluated [9].

Assessment methods for teaching activities. : In countries around the world, the assessment of teaching activities is carried out by many channels and different methods such as assessment through class attendance, through colleagues, through administrators, through students, etc. Direct observation: This form of evaluation involves direct observation of the instructor's teaching activities by a designated observer, who assesses the instructor's classroom performance, interaction with students, and adherence to the curriculum. Peer evaluation: This form of evaluation involves assessment of an instructor's teaching performance by other instructors or colleagues within the same field. Peer evaluation may include classroom observation, review of instructional materials, and feedback on teaching strategies. Evaluation through the opinion of the manager: This form of evaluation of managers set criteria for evaluating instructors periodically or based on a specific program. However, they all share a common goal, which is to assess the effectiveness of the instructors' teaching in order to improve the quality of education or make decisions regarding faculty appointments, etc. Self-assessment: This form of evaluation involves instructors evaluating their own teaching activities. Instructors reflect on their teaching practices, instructional materials, and student outcomes to assess their own performance.

Course evaluation: This form of evaluation involves a comprehensive assessment of a course as a whole, including its content, organization, instructional materials, and instructional strategies. Course evaluations may be conducted by instructors, students, or external evaluators. Student performance assessment: This form of evaluation involves assessing students' performance in class, such as their participation, engagement, and achievement of learning outcomes. Student performance can provide indirect feedback on the effectiveness of the instructor's teaching methods. Feedback from other stakeholders: Evaluation can also include feedback from other stakeholders, such as administrators, parents, and employers, who may have insights on the effectiveness of the instructor's teaching activities from their respective perspectives.

Student evaluation forms: This is the most common form of evaluation, in which students assess the teaching activities of instructors by evaluating their teaching competence, teaching methods, and the quality of educational services. Student evaluation forms are usually designed in the form of quantitative and qualitative assessment questions. The advantage of this form of assessment is that students are the ones who benefit from the results of the instructor's teaching. With the knowledge and teaching methods of the instructor being used to convey knowledge to students, they are the ones who know their requirements and expectations of the instructor the most.

The disadvantage is that we have not placed enough value on the opinions of students because some people believe that students do not have the right to evaluate their teachers. Moreover, this factor is also influenced by the psychological and social characteristics of students who may not dare to evaluate their teachers for fear of retribution. Our thesis will clarify the impact of some of these factors. In the next section, we will provide an overview of related studies on students' evaluation of the teaching activities of instructors.

Practical research on assessing the teaching activities of instructors : Reliability test results We use Cronbach's Alpha coefficient to test the reliability of the toolkit, the results have shown that the coefficient is in a good range to perform the next steps of data analysis.

Table 2. Reliability Statistics

Cronbach's Alpha	N of Items
0,889	20

Students' assessment of the lecturer's teaching activities (R1) :Evaluation of the quality of teaching activities of instructors is done through the following contents: Student's assessment of the teacher's teaching method (R2); Student evaluations of the teaching content (R3); Student evaluations of assessment activities (R4);

Student's assessment of pedagogical style (R5). In hypothesis testing and research models, SEM linear structural model has many advantages over traditional multivariate analysis methods such as multiple regression, multivariable regression because it can calculate measurement error, measure. Furthermore, this method allows us to combine latent concepts with our measurement and can consider the measures individually or in combination with the theoretical model at the same time.

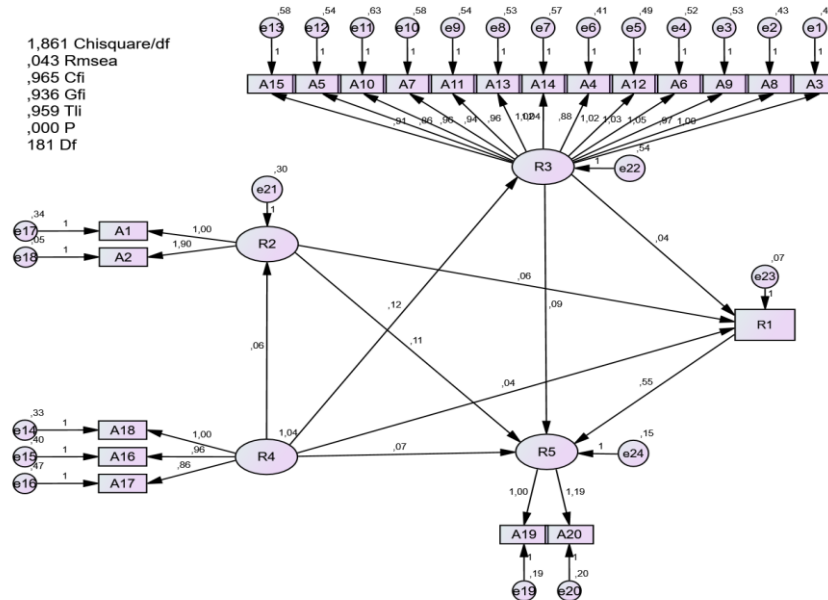


Figure 1. The results of the analysis of the linear structural model SEM

Hypothesis:

- H1: There is a correlation between R4 and R2
- H2: There is a correlation between R4 and R3
- H3: There is a correlation between R2 and R1
- H4: There is a correlation between R3 and R1
- H5: There is a correlation between R4 and R1
- H6: There is a correlation between R2 and R5
- H7: There is a correlation between R3 and R5
- H8: There is a correlation between R4 and R5
- H9: There is a correlation between R1 and R5

The results are shown in the figure, it can be said that the model fits the research data because Chi square/df= 1,861 (<2); TLI= 0,959 (> 0,9); CFI = 0,965 (>0,9); GFI = 0,936 (>0,9); RMSEA= 0,043 (<0,08).

Table 3. Model Fit Measures

Measure	Estimate	Threshold	Interpretation
CMIN	336,815	--	--
DF	181,000	--	--
CMIN/DF	1,861	Between 1 and 3	Excellent
CFI	0,965	>0,95	Excellent
RMSEA	0,043	<0,06	Excellent
PClose	0,950	>0,05	Excellent

All values in Model fit Mesures are excellence, so the SEM model is suitable for the study. This means that the evaluation criteria for the teaching activities of the instructors are assessed by the students with quality assurance and statistical reliability.

Analyze the results of the linear structural model - SEM to determine the level of impact between the factors on the results of the evaluation of teaching activities of the instructors.

Table 4. Analysis results of linear structural model SEM

	Estimate	S.E.	C.R.	P	Normalization coefficient
R2 <--- R4	0,064	0,031	2,085	0,037	0,120
R3 <--- R4	0,120	0,037	3,218	0,001	0,165
R1 <--- R2	0,063	0,024	2,641	0,008	0,124
R1 <--- R3	0,041	0,018	2,326	0,020	0,111
R1 <--- R4	0,035	0,013	2,612	0,009	0,130
R5 <--- R2	0,107	0,043	2,482	0,013	0,133
R5 <--- R3	0,094	0,033	2,895	0,004	0,159
R5 <--- R4	0,068	0,025	2,784	0,005	0,159
R5 <--- R1	0,552	0,092	6,025	0,000	0,347

The SEM analysis results shown that:

Factor R4 affects factor R2 with a standardized Beta coefficient of 0,120.

Factor R4 affects factor R3 with a standardized Beta coefficient of 0,165.

Factors R2, R3, R4 affect factor R1 with standardized Beta coefficient of 0,125, respectively; 0,111; 0,130.

Factors R1, R2, R3, R4 affect factor R5 with standardized Beta coefficient of 0,133, respectively; 0,159; 0,159; 0,347. Thus, hypotheses H1, H2, H3, H4, H5, H6, H7, H8, H9 are accepted at 95% confidence.

A survey was conducted on over 450 university students regarding the teaching activities of their instructors. The tool's scale was designed to be a continuous rating scale from 1 to 5, where level 1 is the lowest and level 5 is the highest, based on feedback collected from the participating university students. The results from the assessment of the instructors' teaching activities can be found in Table 4.

Table 5. The results from the assessment of the instructors' teaching activities

Descriptive Statistics					
Item	N	Minimum	Maximum	Mean	Std, Deviation
A1	468	1,00	5,00	3,0406	0,80180
A2	468	1,00	5,00	3,1368	1,07058
A3	468	1,00	5,00	3,2842	0,98729
A4	468	1,00	5,00	3,4145	0,91570
A5	468	1,00	5,00	3,4402	0,97871
A6	468	1,00	5,00	3,2329	1,05483
A7	468	1,00	5,00	3,3739	1,03634
A8	468	1,00	5,00	3,3547	0,97410
A9	468	1,00	5,00	3,2799	1,07166
A10	468	1,00	5,00	3,3056	1,07264
A11	468	1,00	5,00	3,3739	1,02387
A12	468	1,00	5,00	3,3504	1,03528
A13	468	1,00	5,00	3,2671	1,05280
A14	468	1,00	5,00	3,2628	1,07798
A15	468	1,00	5,00	3,4380	1,02140
A16	468	1,00	5,00	3,3568	1,17012
A17	468	1,00	5,00	3,3034	1,12106
A18	468	1,00	5,00	3,3953	1,17420
A19	468	1,00	5,00	3,1346	0,62517
A20	468	1,00	5,00	3,1774	0,69301
Valid N (listwise)	468				

According to the results in Table 4, all the criteria have evaluation scores ranging from 3,1 to 3,4 which is considered quite good.

V. CONCLUSION

In summary, universities implement student evaluations of instructors' teaching activities to ensure the quality of education. Initially, instructors were not satisfied with this activity, but gradually they realized that it helped them improve themselves and the quality of their teaching. Instructors are always willing to listen to feedback from students to update their content, methods, and adjust themselves to better meet the training quality. Based on the research of the context and the evaluation of instructors' teaching activities, the majority of students evaluated them as good or above average. The evaluation results are highly correlated, and the criteria for content, methods, assessment activities, and the instructor's conduct all have a mutual impact on the effectiveness of the teaching activities.

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BIOGRAPHIES AND PHOTOGRAPHS

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