Predicting Student Ratings
Teaching Approaches that Increase Ratings – Amy Gross

Three teaching approaches account for 73% of the variance when predicting teacher excellence (from a review of the evaluations of nearly 45,000 classes).

The most important Teaching Approaches for Excellence of Teacher (in order of importance)

1. **Stimulating Student Interest** (i.e., demonstrating importance of subject matter, introducing stimulating ideas about the subject, inspiring students to set and achieve challenging goals, stimulating intellectual effort)
2. **Structuring the Classroom Experience** (i.e., clear communication, scheduling coursework to encourage students to stay up to date on their work, making it clear how topics fit into the course)
3. **Establishing Rapport** (i.e., displaying a personal interest in students and their learning, finding ways to help students answer their own questions)

Of additional interest was that if there was too much emphasis on Establishing Rapport, and the other two approaches were neglected, ratings were somewhat lower.

The emphasis on this presentation was that the teaching approaches are also predictive of facilitating learning on the 12 objectives. So, if faculty are motivated to improve their summary scores on student ratings and they focus on their teaching methods (what they do in the classroom to facilitate learning) – they will not only improve the summary measures, but will likely improve student learning.

These are strikingly similar to information in Ken Bain’s *What the Best College Teachers Do* (2004) – Harvard University Press.

Time Spent in Preparation – Outside of Class (Homework/reading/etc.)

One common issue students report is the amount of time the course requires outside of the typical meeting time. The following is from some research that sheds light on when students seem to complain or not complain about the amount of out-of-class work given. *I believe this is from Ed Nufer (but I’ve misplaced the citation).*

1. Students will work longer for a required class in their major.
2. Aside from that, they will work for as little time as needed. An instructor can get them to work longer, without a lot of complaints, by assigning adequate homework that is meaningful.
3. If the homework is too much, the complaints will increase.
4. If the homework is not meaningful, it will be seen as too much, even if it isn’t.

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1 [http://www.theideacenter.org/helpful-resources/knowledge-base/0063-research-reports]