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Abstract

Student evaluation of teaching is commonplace in many universities and may be the predominant input into the performance evaluation of staff and organisational units. This article used publicly available student evaluation of teaching data to present examples of where institutional responses to evaluation processes appeared to be educationally ineffective and where the pursuit of the 'right' student evaluation results appears to have been mistakenly equated with the aim of improved teaching and learning. If the vast resources devoted to student evaluation of teaching are to be effective, then the data produced by student evaluation systems must lead to real and sustainable improvements in teaching quality and student learning, rather than becoming an end in itself. (HRK / Abstract übernommen)