

Est.  
**1841**

**YORK  
ST JOHN  
UNIVERSITY**

---

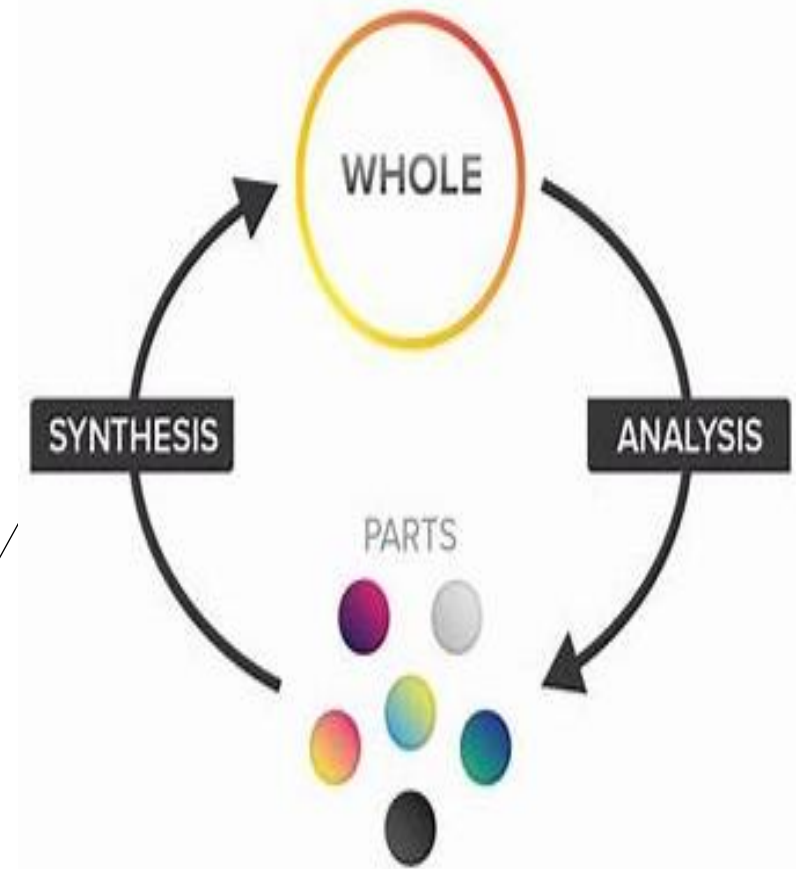
London Campus

# **USING STUDENT EVALUATIONS OF TEACHING (SETs) TO INFORM PEDAGOGY**

*Dr Catherine Bedwei-Majdoub*

# INTRODUCTION

- Research origin and background
- Student well-being, module evaluations, & tutor as coach
- HR as key analytical framework
- Interchanging between HR & HPR



# STRUCTURE

- Introduction & aim of presentation
- SETs – what advocates & critics say
- Context of experience, participation, & objective knowledge
- Action research, hermeneutics, & reflective pedagogy
- Why HR and not simply quantitative and qualitative?
- Data, Participants, & Applied Analytical Framework
- Findings via HR Analytic Framework & Principles of Coaching in HE
- Using SETs to Improve practice
- Questions

# AIM?

- To demonstrate how a hermeneutic reflection (HR) on students' open-ended comments (in SETs) about the learning session experienced and lived can illuminate a tutor's understanding of where their practice/pedagogy can be *better aligned* with their teaching philosophy, using the example of the tutor as coach

## SETs – WHAT ADVOCATES & CRITICS SAY

### Advocates

- Markers of teaching quality (e.g., Bemille et al., 2014)
- Can improve teaching practice (e.g., Boysen, 2016)
- Useful for course design (Chuan & Heng, 2013)
- Managing & promoting high scoring tutors.
- Evidence tutor's effort
- “Counter-claim” to students disputing validity of learning session

### Critics

- HE power dynamics nullify relevance (e.g., Esarey & Valdes, 2020; Clayson, 2021)
- 'Empower students to shape faculty behaviour,' (Stroebe (2020:276)
- Deficient evaluative tools Hornstein, 2017)
- Inflation of grades, lowering standards, diluting quality (Stroebe, 2020)
- Biases, esp. against female tutors (Boring et al's, 2016: 1)
- Some students are badly motivated

### Way Forward

- Necessary evil (e.g., Stroebe, 2020)
- Devalue SETs but do not eliminate (e.g., Hornstein, 2017)
- Can be aligned with tutor goals (e.g., Malouf et al., 2015)
- Summative – irrelevant; value is as formative aid (e.g., Malouf et al., 2015, Hornstein, 2017)

## **CONTEXT OF EXPERIENCE, PARTICIPATION, & OBJECTIVE KNOWLEDGE**

- Experience & consciousness of the objective learning session
- Interaction, participation, & the shared (objective) experience
- Knowing a stone as a stone – importance of SETs for self-awareness

# ACTION RESEARCH, HERMENEUTICS, & REFLECTIVE PEDAGOGY

## Action Research

- Leads to change and the improvement of practice.
- Is context-specific.
- Approach is flexible; can be quantitative, qualitative or both
- Focus on professional development
- Enables theoretical problem-solving and encourages improved decision-making and actions.

## Hermeneutics

- Mode or principle of interpretation.
- Illuminates conditions for understanding, experience and knowing.
- Entails discovery or construction of meaning through interaction with text
- Priority is lived experience, seeing it lead to real action (van Manen, 1990: 155).
- Goble & Yin (2014:1): hermeneutic research 'brings to light and reflects on the lived meaning' of the experience.
- Appropriate method is recommended by research objectives, so flexible.

## Reflective Pedagogy

- Critical philosophy of action
- 'Eminently suitable' for pedagogic contexts.' (Van Manen, 1990, in Gable & Yin 2014)
- Personal engagement; situated,
- 'Pedagogic thoughtfulness' beyond institutional bureaucracy
- Understanding – students and self as tutor
- Pedagogic improvement via attention to students' lived learning experience (Freire, 1970, 1995, in Dussell, 2019)

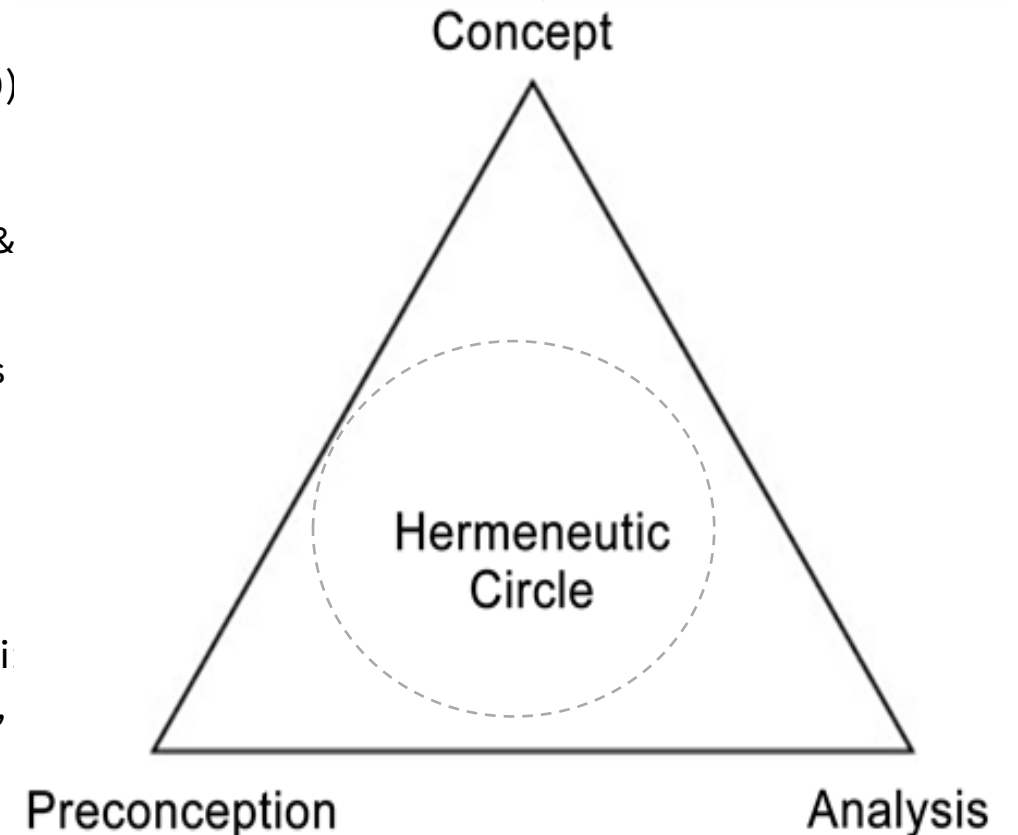
# WHY HR, NOT SIMPLY QUANTITATIVE AND QUALITATIVE ANALYSIS?

Est.  
1841

YORK  
ST JOHN  
UNIVERSITY

London Campus

- SETs used to give quantified and objective snapshot of teaching session
- Mechanical tally of responses (cf. Malouff et al, 2015) to evidence & justify performance
- Discourages tutors from asking too much of students (Stroebe, 2020)
- Tutors can pass-over or gloss-over minor irregularities.
- But irregularities offer scope for SETs to improve teaching practice & increase ontic value of SETs.
- Intersubjectivity as 'being with others' (Russell, 2007:162) increases understanding
- Subjective consciousness validated by others we interact with.
- Use HR to reflect on that interaction
- See the Objective World as 'that world which we collectively recognize as having being not just for me but also for you,' (Husserl in Russell, 2007: 163, 164)

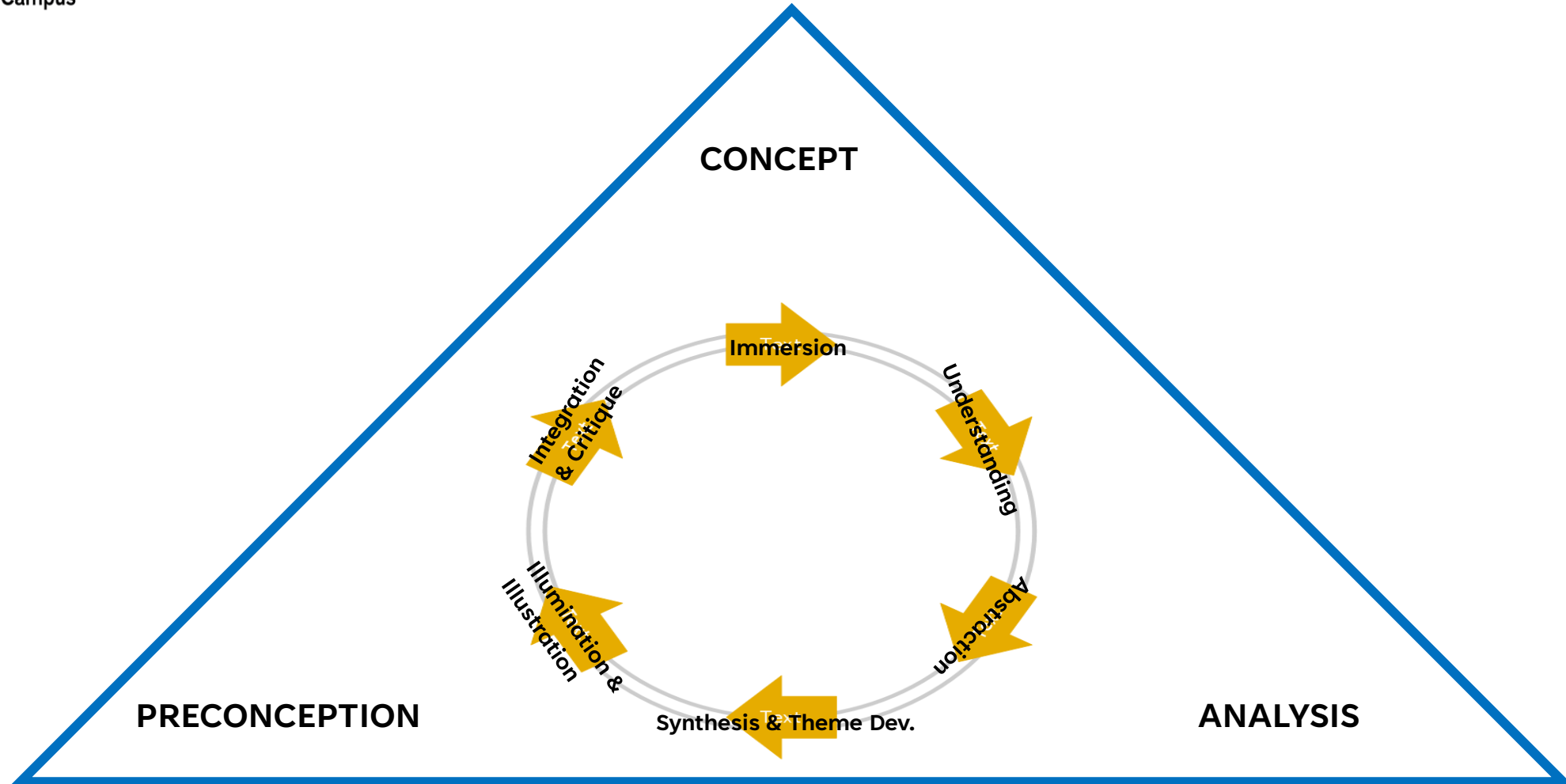




# CHARACTERISTICS OF DATA & PARTICIPANTS

<i>HE Institution</i>	<i>Programme</i>	<i>Module</i>	<i>Level</i>	<i>Students</i>	<i>Data Type</i>
<b>HE1</b>	Stage & Event Mgmt.	Business, marketing, & employability	4 & 5 27 students	Home, non- diverse, mixed motivations as may see module as extraneous to primary course	Module evaluation questionnaires evaluating my teaching
<b>HE2</b>	Events, Hospitality, Tourism, & Aviation Mgmt.	Marketing	4, 7 244 students	Home, diverse, highly motivated as see module as intrinsic to their programme	Annual module reports summarizing students' evaluations of my teaching
<b>HE3</b>	MBA	Employability & work- placement preparation	7 106 students	International, diverse, motivated by UK placement opportunity.	Annual module report summarising evaluations of my teaching

# APPLIED FRAMEWORK: HERMENEUTIC REFLECTION VIA AJJAWI & HIGGS (2007; IN ALSAIGH & COYNE, 2021)



# MATCHING HR FRAMEWORK TO DATA SOURCES

<b>HPR Mode</b>	<b>Data to be Used</b>	<b>How Used</b>
Immersion	Module Reports HE2-3 SETs HE1	Identify key problematic of lack in/for my teaching practice.
Understanding	Module Reports HE2-3 SETs HE1	Identify key problematic of lack in/for my teaching practice. Reduce this to a specific area for improvement.
Abstraction	SETs HE1	Use the important features of the area of teaching to be improved to analyse and code the SETs.
Synthesis & Theme Development	SETs HE1	Use the HPR codes (from the above analysis) to pull together the key themes.
Illumination & Illustration	SETs HE1	Use those themes to show how HPR illuminates understanding of practice & illustrates the value of the SETs.
Integration & Critique	Module Reports HE2-3 SETs HE1	Put together the learning from the above into a conclusion of HPR for analysing and making use of SETs to improve practice.

# FINDINGS VIA HR ANALYTICAL FRAMEWORK: IMMERSION & UNDERSTANDING



## **FINDINGS: IMMERSION & UNDERSTANDING**

- Module reports (HE2-3) and SETs (HE1) - majority (96%+) agreed that teaching sessions were well-delivered, interesting, and appropriate.
- Considered themselves well-supported in class and through assessment feedback.
- Comments indicate little interest in theory. Yet students obtain higher grades in modules that use seminars for practicing theory application.
- Requests assignment briefings on SETs. Yet, attendance drops close to assessment hand-in dates when assessments are being more discussed.
- Misconceive lecture format: expect the same personalized and intimate interactivity as in seminars.
- Any minor incident (eg a technical problem) will appear on the SET as if a regular occurrence.
- Key problematic emerging from immersion: students lack a sufficiently robust understanding of the HE learning context and their own roles in it.

## **FINDINGS: IMMERSION & UNDERSTANDING**

- Implications of problematic:
- Gap in students' understanding suggests room for improvement in teaching approach.
- Favouring an enquiry-based model (Jenkins, 2015) and idea of tutor as coach (Catteeuw, 2013) but didactic activity not actively emancipating and empowering students
- Module reports (HE2-3) evidence this lack.
- Questioning of relevance of theory resulted in change of delivery from 1-hour theory and 2-hour seminar to 3-hr workshop interjected with short pockets of theory.
- Move to reassure management
- Tone of writing and word choices are apologetic & outcome is reductive
- Hermeneutic reflection gives opportunity to deeply explore what is lacking in teaching approach and other ways to respond to the problem
- Shouldn't tutors give students an appreciation, if not love, for theory?

# ABSTRACTION & THEMATIC ANALYSIS



# INCORPORATING TEACHING PHILOSOPHY (COACHING) INTO PRACTICE THROUGH HR CODING

Features of Coaching: the Tutor as Coach	Corresponding Codes for HPR
'Increases students' self-awareness & capacity for self-discovery,' (O'Neil & Hopkins, 2002)	Self-discovery
'Initiates process of continuous learning & development,' (O'Neil & Hopkins, 2002).	Interest in learning
'Enhances learning & develops personal responsibility,' (Nieuwerburgh, 2012).	Self-directed learner
'Facilitates self-directed learning through [activities that encourage] questioning, active listening, and other appropriate challenges in a supportive environment,' (Nieuwerburgh, 2012).	Active participation
'Focuses on the person behind the student by addressing their strengths, ambitions, & passions,' (Gomez, 2012)	Understanding
'Teaches students to listen to their own wisdom,' (Gomez, 2012).	Students' wisdom
Empowers students to learn (Passmore, 2010), & to achieve sustained change,' (Maynard, 2006).	Empowering change

# LIKED BEST: HE1A STUDENTS (EMPLOYABILITY MODULE)

- How it forced me to think differently and look at how I approached tasks – the coloured hats. I also liked that it was presented in a condensed way and didn't feel like an overload of information or like it was being unnecessarily dragged out just to fill time. **Codes:** Self-discovery; interest in learning; students' wisdom.
- The approach of different perspectives, wearing different hats and so on. **Codes:** Interest in learning.
- PowerPoints. **Codes:** Self-directed learner.
- I like that I now know what an employer expects of an application, and I feel a lot more confident writing CVs and Cover letters. **Codes:** Interest in learning; understanding; empowering change.
- Being able to learn why and what makes us employable as creatives. **Codes:** interest in learning; understanding; empowering change.
- The content and the way on which it was delivered. **Codes:** Active participation.
- The ability to not only apply it to stage management but any field of future employment. **Codes:** Understanding; empowering change.
- The easily accessible PowerPoints. **Codes:** Self-directed learner
- I found the module as a whole very informative, and it helped me realise what skills I already have and what skills I need to I improve on. **Codes:** Active participation; self-discovery.
- The time we took to understand the job market and our employability. **Codes:** Understanding; empowering change.

# LIKED LEAST: HE1A STUDENTS (EMPLOYABILITY MODULE)

- At times the articles we looked at were lengthy and had a lot of information that was hard to focus on and read. **Codes:** Self-directed learning.
- Don't have anything specific. **Codes:** Students' wisdom.
- Nothing. **Codes:** Students' wisdom.
- I would have liked to be taught more about specifics of how to brand myself, as in what makes a good LinkedIn page/website/Instagram page. **Codes:** Self-directed learning; active participation; empowering change.
- n/a. **Codes:** Students' wisdom.
- Information on the essay / portfolio was given later on in the course, would be nice if it was explained fully and in detail earlier. **Codes:** Self-directed learning
- Could do with an additional in-person session closer to the assignment deadline to review/proofread drafts of the assignment. **Codes:** Students wisdom; self-directed learning.
- Homework. **Codes:** self-directed learning.
- There was not a part of this that I disliked or did not enjoy I thought it was all very useful and informative.
- Having to go over things I already knew such as cv's and cover letters. **Codes:** Self-discovery; active participation.

# LIKED BEST: STUDENTS HE1B (BUSINESS & MARKETING MODULE)

- How we related business terms directly to how we can use them in our portfolio- it means I can go away feeling much more confident about completing it. I also enjoyed learning about things that I can use in the future to run a successful business. **Codes:** Interest in learning; self-directed learning; understanding; empowering change.
- Ability to learn new skills to potentially apply in the future and the chance to work in groups for certain tasks. **Codes:** self-discovery; empowering change; active participation.
- The ability to go back to PowerPoints in my own time to go over information. Also, a mix of videos and written learning. **Codes:** Self-directed learning; interest in learning.
- The ability to expand my knowledge on my existing business studies knowledge was useful and the things I learned will help me in my show roles and when I leave. **Codes:** Self-discovery; understanding; empowering change.
- The module is well structured and encouraged discussion about the subjects - Thank you for everything, you've been amazing! **Codes:** Students' wisdom; active participation.
- I felt comfortable to voice out my opinions and ask for help if needed. **Codes:** Students' wisdom; self-directed learning.
- Collaborating and speaking. **Codes:** Active participation.
- Everything is clearly explained and I know I have support readily available. **Codes:** Active participation.
- It's very informative and has helped a lot with my show & event roles. **Codes:** Interest in learning; Understanding.
- The online resources. **Codes:** Self-directed learning.
- The group work helped me learn more. **Codes:** Self-discovery; interest in learning; active participation.

# LIKED LEAST: STUDENTS HE1B (BUSINESS & MARKETING MODULE)

- There wasn't much I didn't like, but sometimes I struggled with the business tools because I had never heard of them before, and it was overwhelming, but now I feel fine with them. **Codes:** Students' wisdom; self-discovery; self-directed learning.
- Sometimes the slides and information is given very quickly and it's hard to write it all down so slides pre put on the VLE to have open for lesson would be helpful. **Codes:** Self-directed learning; active participation.
- Sometimes went into slightly too much detail for what I think we would need typically day to day. **Codes:** Interest in learning; understanding.
- I found that some of the group discussions were inappropriate and I was made to feel uncomfortable a few times within this. This is nothing to do with the actual content of the course but the comments from students within the group work did seem to be taken too far at times. **Codes:** Active participation; understanding; self-discovery; self-directed learning; students' wisdom.
- Sessions do feel like they cramped into one month – can be quite overwhelming to learn these new things and then instantly apply them to the portfolio alongside other modules. **Codes:** self-directed learning; understanding; empowering change.
- I didn't like the rooms used as some made seeing the screen difficult.
- N/A. **Codes:** Students' wisdom.
- That I was ill so had to be online. **Codes:** Self-directed learning.
- Having to balance with other workloads. **Codes:** Self-directed learning.

# ABSTRACTION OF THEMES VIA HR CODES & UK PROFESSIONAL FRAMEWORK

HPR Codes for Features of HE Coaching	UK Prof. Framework (Dimensions)	Good		Improve	
		HE1a	HE1b	HE1a	HE1b
Self-discovery	A1, A2, A3, K1, K4, V1	2	3	1	3
Interest in learning	A1, K1, K2	4	6	0	2
Self-directed learning	A2, K3	2	4	5	10
Active participation	A4, K3, V2	2	8	2	5
Understanding	V3, K3	4	5	0	5
Students' wisdom	A3, A4, K5	1	2	4	5
Empowering change	A5, K4, K5, K6, V4, V3	7	4	3	1

# SYNTHESIS & ILLUMINATION

# SYSTEMIZING THE HR CODES & THEIR IMPLICATIONS FOR TEACHING PRACTICE

Students' Comments: 'Liked Least'	HPR Coaching Codes	Implications for Teaching Practice
At times the articles we looked at were lengthy and had a lot of information that was hard to focus on and read.	Self-directed learning	Incorporate input on reading strategies at the start of a module, & input on 'why we read' and 'reading in industry' to make the most out of the texts, and the opportunities they present (Richardson, 2015 in Akkerman, 2017). Add a resource on reading onto VLE.
Don't have anything specific. Nothing. n/a. n/a.	Students' wisdom	Following Catteeiuw (2013) Incorporate self-assessment grids into students' induction materials. Tutor students on how to evaluate & critique their learning experience (Gomes, 2012 in Akkerman, 2017). Highlight importance of not overestimating or underestimating themselves (Catteeiuw, 2013). Emphasise the value of the empirical, and help students to 'open-up' and to listen to 'their own wisdom' (Gomes in Akkerman, 2017).
I would have liked to be taught more about specifics of how to brand myself, as in what makes a good LinkedIn page/website/Instagram page.	Self-directed learning; active participation; empowering change.	Increase input on how to approach learning (Richardson, 2015 in Akkerman, 2017) in short modules & how to use resources & examples provided; make clearer the student's place in the learning process & through the personal tutoring system help them to develop healthy levels of self-confidence (Andreamoff, 2016 in Akkerman, 2017); highlight the emphasis on the autonomous learner and CPD in the workplace.
Could do with an additional in-person session closer to the assignment deadline to review/proofread drafts of the assignment	Students wisdom; self-directed learning.	Help students to create learning plans (Akkerman, 2017). Add teaching schedule onto VLE page and also rethink timetable. Send additional reminders of assignment workshops. Invite academic support staff to speak to students about proofreading.



# SYSTEMISING THE HR CODES & THEIR IMPLICATIONS FOR TEACHING PRACTICE

<p>Having to go over things I already knew such as CVs and cover letters</p>	<p>Self-discovery; active participation.</p>	<p>No student on this module produced an effective CV on the first try. So, this student needed the input but has clearly overestimated own ability (Wilson &amp; Gerber, 2008, in McCarthy, 2013). Therefore, regularly &amp; directly feedback to students (Meister &amp; Willyerd, 2010, in Akkerman, 2013) about their weaknesses to increase a more authentic awareness of as their strenghts as well as of the improvements they need to make if they are to be industry ready.</p>
<p>There wasn't much I didn't like, but sometimes I struggled with the business tools because I had never heard of them before, and it was overwhelming, but now I feel fine with them.</p>	<p>Students' wisdom; self-discovery; self-directed learning.</p>	<p>Offer students a mid-module informal "feedback" and chat on how <i>they</i> are getting on (Meister &amp; Willyerd, 2010, in Akkerman, 2013). Add a link onto my email signature for students to slot themselves into my Outlook diary to book 1-2-1 module tutorials.</p>
<p>Sometimes the slides and information is given very quickly and it's hard to write it all down so slides pre put on the VLE to have open for lesson would be helpful. Not having the slide ahead of the lesson, would have liked to prepare.</p>	<p>Self-directed learning; active participation.</p>	<p>Put slides onto the VLE before (not after) each session. Add input into induction on how to take notes during lectures and on active listening skills (Andreamoff, 2016 in Akkerman, 2017). Remind students of thee during sessions.</p>

# SYNTHESIS & ILLUMINATION: THE EXAMPLE OF GROUP WORK

- Students making 'inappropriate' comments about other students' work – accurate but poorly delivered
- Poor delivery was addressed but comments on work subtly reiterated
- Gomes (2012 in Akkerman, 2017:33): explore meaning of the moment, look for the 'person behind the learner,' and not on their grades
- Meister & Willyerd (2010 in McCarthy, 2013): millennials require continuous feedback, are needy, tend to overestimate own performance, can rarely self-assess
- HR codes: communicate & reiterate learning outcomes to encourage students' self-discovery, increase interest in learning & sense of personal responsibility, coaching on how to anticipate & respond to criticism
- Also on how to deliver feedback, how to learn, & how to recognise learning opportunities
- Catteuw (2013): tutors reconceived as learning *facilitators*
- Incorporate activities that ask students to self-reflect and to be empathetic (Catteiuw, 2013; Richardson, 2015, in Akkerman, 2017).
- The moment itself teaches only when students develop the habit of asking what they can learn from it
- The tutor-coach leads students to the learning moment

# INTEGRATION & CONCLUSIONS

# INTEGRATION & CONCLUSIONS

- **Aim:** ‘to demonstrate how a hermeneutic reflection on students’ responses to open-ended questions on the SETs can be used to illuminate and improve teaching practice?’
- **Response:** immerse in SETs (via MRs and past SETs) to improve understanding of key problematic in teaching practice; obtain an objective and accepted definition of that problematic; use that definition to code the text; apply the codes to identify areas for real improvement.
- Move towards teaching practice that learns from students’ lived experiences
- HR coding helps to prioritize & self-evaluate in line with teaching philosophy
- SETs are not always effective measures of teaching quality but are efficient formative tools
- HR illuminates and facilitates self-evaluation in line with chosen teaching philosophy and pedagogy aspired to



THANK YOU &  
QUESTIONS?

# REFERENCES

- Akkerman, L., (2017). 'The Lecturer as Coach: An Exploration into the Role that Coaching might Play in Improving Academic Success at Undergraduate Level.' *Researchgate*. [Online] <https://www.researchgate.net/publication/333132176> [Accessed 6/10/22].
- Alsaigh, R., & Coyne, I., (2021). 'Doing a Hermeneutic Phenomenology Research Underpinned by Gadamer's Philosophy: A Framework to Facilitate Data Analysis.' *International Journal of Qualitative Methods*. Vol.20. No.0. October 4<sup>th</sup> 2021. p1-10.
- Applebaum, M., (2012). 'Husserl, Intersubjectivity, and Lifeworld.' *Phenomenology Blog*. September 19<sup>th</sup> 2012. [Online] <https://phenomenologyblog.com/?p=712#:~:text=Intersubjective%20intentionality%20is%20a%20kind%20of%20intentionality%20in,of%20matter%20and%20quality%20%E2%80%9D%20%281970%2C%20p.%20251%29>. [Accessed 14/09/22].
- Bemile, R., Jackson, O., & Ofori, A., (2014). 'Course and Lecturer Evaluation by Students at Higher Institutions: Review and Challenges (Methodist University College Ghana).' *Open Science Repository*, p1-14, [Online] [https://www.researchgate.net/publication/270821074\\_Course\\_and\\_Lecturer\\_Evaluation\\_by\\_Students\\_at\\_Higher\\_Institutions\\_Review\\_and\\_Challenges\\_The\\_Case\\_of\\_Methodist\\_University\\_College\\_Ghana/link/54b575540cf26833efd29754/download](https://www.researchgate.net/publication/270821074_Course_and_Lecturer_Evaluation_by_Students_at_Higher_Institutions_Review_and_Challenges_The_Case_of_Methodist_University_College_Ghana/link/54b575540cf26833efd29754/download) [Accessed 2/9/22].
- Benassi, V., & Seidel, L., (2006). 'Using Student Evaluations to Improve Teaching.' eds. Buskist, W., and Davis, S.F. *Handbook of the Teaching of Psychology*. London: Blackwell. pp277-284.
- Boring, A., Ottoboni, K., Stark, P., (2016). 'Students Evaluations of Teaching (Mostly) Do Not Measure Teaching Effectiveness.' *Science Open Research*. Vol.0. No.0. p1-11. 7<sup>th</sup> January 2016. [Online] <https://www.scienceopen.com/document/read?vid=818d8ec0-5908-47d8-86b4-5dc38f04b23e> [Accessed 19/09/22].

# REFERENCES

- Bouchrika, I., (2022). 'Primary Research vs Secondary Research: Definitions, Differences, & Examples.' *Research*. [Online] <https://research.com/research/primary-research-vs-secondary-research> [Accessed 6/10/22].
- Boysen, G., (2016). 'Using Student Evaluations to Improve Teaching: Evidence-based Recommendations,' *Scholarship of Teaching and Learning in Psychology*, Vol.2 No.4, pp273-284.
- Cashin, W. E., (1995). 'Student ratings of Teaching: the Research Revisited.' *IDEA Paper*. No. 32. Center for Faculty Education and Development, Kansas State University.
- Catteuw, P., (2013). 'The Lecturer Coach.' *Linguaculture*. Vol.2. No.0. pp24-39.
- Chávez, K., and Mitchell, K., (2020). 'Exploring Bias in Student Evaluations: Gender, Race, Ethnicity.' *Political Science & Politics*. Vol. 5. No.2. 21<sup>st</sup> November 2020. pp270-274.
- Chisadza, C., Nicholls, N., Yitbarek, E., (2019). 'Race and Gender Biases in Student Evaluations of Teachers.' *Economics Letters*. Vol.179. No.0. pp66-71.
- Clayson, D., (2021). 'The Student Evaluation of Teaching and Likability: What the Evaluations Actually Measure.' *Assessment and Evaluation in Higher Education*. Vol.47. No.2. 14<sup>th</sup> April 2021. pp313-326.
- Dussel, E., Alcoff, L. M., and Diego, C., (2019). *Pedagogics of Liberation: A Latin American Philosophy of Education*. California: Punctum Books.
- Esarey, J., and N., Valdes, (2020). 'Unbiased, Reliable, and Valid Student Evaluations Can Still Be Unfair.' *Assessment and Evaluation in Higher Education*. Vol 45. No 8. 20<sup>th</sup> February 2020. pp1106-1120.

# REFERENCES

- Feldman, A., Weiss, T., (n.d.). 'Suggestions for Writing the Action Research Report.' *University of Massachusetts Amherst*. [Online] <https://people.umass.edu/~afeldman/ARreadingmaterials/WritingARReport.html> [Accessed 12/09/22].
- Goble, E., Yin, Y., (2014). 'Introduction to Hermeneutic Phenomenology: A Research Methodology Best Learned by Doing It.' *IIQM: The Qualitative Research Blog*. 16<sup>th</sup> October 2014. [Online] <https://iiqm.wordpress.com/2014/10/16/introduction-to-hermeneutic-phenomenology-a-research-methodology-best-learned-by-doing-it/> [Accessed 20/09/22].
- Greenwood, B., (2020) 'What is Liberationist Pedagogy and How Can You Apply it in the Classroom?' *Satchel: February* [Online] <https://blog.teamsatchel.com/what-is-liberationist-pedagogy-and-how-can-you-apply-it> [Accessed 5/12/20].
- Groccia, J., (2014). 'Understanding and Using Student Evaluations to Improve Your Teaching.' *Biggio Center for the Enhancement of Teaching and Learning, Auburn University*. [Online] [https://www.researchgate.net/publication/254234173\\_UNDERSTANDING\\_AND\\_USING\\_STUDENT\\_EVALUATIONS\\_TO\\_IMPROVE\\_YOUR\\_TEACHING](https://www.researchgate.net/publication/254234173_UNDERSTANDING_AND_USING_STUDENT_EVALUATIONS_TO_IMPROVE_YOUR_TEACHING) [Accessed 2/9/22].
- Hesson, M., & Shad, K.F., (2007). 'A Student-Centered Learning Model,' *American Journal of Applied Sciences*. Vo.4, No.9. pp628-636.
- Henriksson, C., (2012). 'Hermeneutic Phenomenology and Pedagogical Practice.' Eds. Friesen, N., & Henriksson, C., *Hermeneutic Phenomenology in Education: Method and Practice*. Rotterdam: Sense. p119-140.



# REFERENCES

- Hornstein, H., (2017). 'Student Evaluations of Teaching are an Inadequate Assessment Tool for Evaluating Faculty Performance.' *Cogent Education*. Vol. 4. No.1. 20<sup>th</sup> March 2017. p1-8.
- Ip, T., (2012). 'Linking Research to Action: A Simple Guide to Writing Action Research Reports.' *The Language Teacher*. Vol.41. No.1. pp37.39.
- Jenkins, M., (2015) 'Flipped Learning.' *Disruptive Media Learning Lab* [Online] <https://medium.com/disruptive-papers/flipped-learning-bbd4712a7ff9> [Accessed 5/12/20].
- Khafle, N.P. (2011). 'Hermeneutic Phenomenological Research Method Simplified.' *Bodhi: An Interdisciplinary Journal*. Vol.5 No.0. pp181-200.
- Khan, P., and O'Rourke, K., (2005). 'Understanding Enquiry-Based Learning.' Eds. Barrett, T., Mac Labhrainn, I., Fallon, H., *Handbook of Enquiry and Problem Based Learning*. Galway: CELT
- Malouff, J., Reid, J., Wilkes, J., & Emmerton, A.J., (2015). 'Using the Results of Teaching Evaluations to Improve Teaching: A Case Study of a New Systematic Process,' *College Teaching*, Vo.63, No.1, p3-7.
- McCarthy, G., (2013). 'Authentic Assessment: Key to Learning.' *Innovative Business School Teaching*. London:Routledge.
- Merriam, S., (2002). *Qualitative Research in Practice*. San Francisco: John Wiley.
- Pyre, H.M., (2022). 'Emilé Durkheim: French Social Scientist.' *Britannica*. 21<sup>st</sup> September 2022. [Online] <https://www.britannica.com/biography/Emile-Durkheim> [Accessed] 6/10/22]

# REFERENCES

- Ruhl, J., (2016), 'Teaching Methods for Inspiring the Students of the Future,' *TEDX Talk*, [Online] <http://eltweekly.com/2017/03/joe-ruhl-on-teaching-methods-for-inspiring-the-students-of-the-future/> [Accessed 5/12/20].
- Sheard, S., (2018). 'Quantitative Data Analysis.' in eds. Williamson, K., & Johanson, G., *Research Methods*. 2<sup>nd</sup> ed. Cambridge: Chandos, pp429-452.
- Shevlin, M., Banyard, P., Davies, M., & Griffiths, M., (2010). 'The Validity of Student Evaluation in Higher Education: Love Me, Love my Lectures?' *Assessment and Evaluation in Higher Education*. Vol.25. No.4. 27<sup>th</sup> May 2010. pp397-495.
- Sprooen, P., Brockx, B., and Mortlemans, D., (2013). 'On the Validity of Student Evaluation of Teaching: The State of the Art.' *SAGE*. Vol.83. No.4. 1<sup>st</sup> December 2013. pp598-642.
- Stroebe, W., (2020). 'Students Evaluations of Teaching Encourages Poor Teaching and Leads to Grade Inflation: A Theoretical and Empirical Analysis.' *Basic and Applied Psychology*. Vol. 42. No.4. 13<sup>th</sup> May 2020. pp276-294.
- Tulbure, C., (2011). 'Do Different Learning Styles Require Differentiated Teaching Strategies?' *Procedia Social & Behaviourial Sciences*. Vol.11. No.0. January 2011. pp155-159.
- Van Manen, M., (1990). *Researching Lived Experience*. London/Ontario: SUNY.



Est.  
1841

YORK  
ST JOHN  
UNIVERSITY

Dr Catherine Bedwei-Majdoub

[c.bedweimajdoub@ysj.ac.uk](mailto:c.bedweimajdoub@ysj.ac.uk)

Int. MBA, YSJ London