

Evaluation of Teaching Performance in Higher Education: From the Students' Responsibility to Their Evaluative Competence

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Abstract : Any assessment process, by its very nature, raises a wide range of doubts, uncertainties, and insecurities of all kinds. The evaluation process should be ethically irreproachable, treating each and every one of the evaluated according to a conduct that ensures that the process is fair, contributing to all recognize and feel well with the processes and results of the evaluation. This is a very important starting point and implies that positive and constructive conceptions and attitudes are developed regarding the evaluation of teaching performance, where students' responsibility is desired. It is not uncommon to find teachers feeling threatened at various levels, in particular as regards their autonomy and their professional dignity. Evaluation must be useful in that it should enable decisions to be taken to improve teacher performance, the quality of teaching or the learning climate of the school. This study is part of a research project whose main objective is to identify, select, evaluate and synthesize the available evidence on Quality Indicators in Higher Education. In this work, the 01 parameters resulting from pedagogical surveys in a Portuguese higher education institution in the north of the country will be presented, surveys for the 2015/2016 school year, presented to 1751 students, in a total of 11 degrees and 18 master's degrees. It has analyzed the evaluation made by students with respect to the performance of a group of 68 teachers working full time. This paper presents the lessons learned in the last three academic years, allowing for the identification of the effects on the following areas: teaching strategies and methodologies, capacity of systematization, learning climate, creation of conditions for active student participation. This paper describes the procedures resulting from the descriptive analysis (frequency analysis, descriptive measures and association measures) and inferential analysis (ANOVA one-way, MANOVA one-way, MANOVA two-way and correlation analysis).

Keywords : teaching performance, higher education, students responsibility, indicators of teaching management

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