Determinants of Teacher Evaluation Results at EAFIT University

Research practice I: Project proposal presentation

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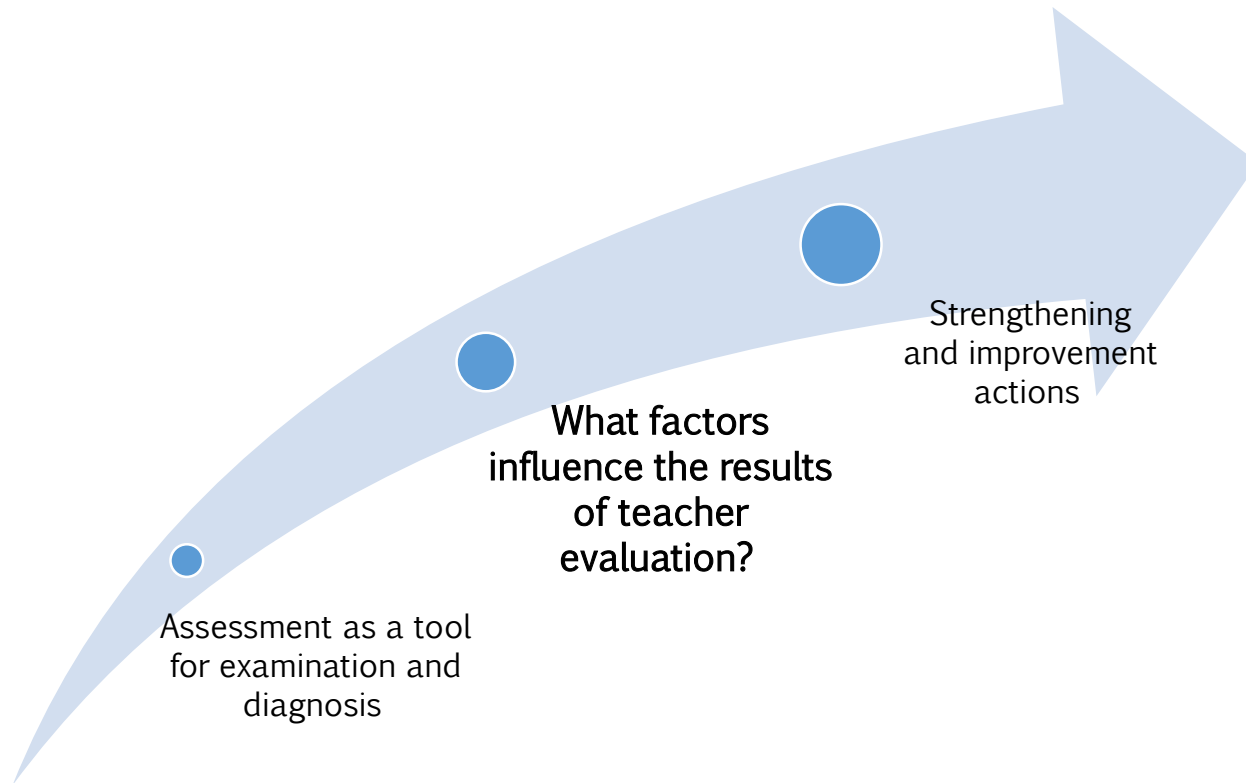
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Mathematical Engineering

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AGENDA

- Problem Formulation

- Objectives

- Background

- Scope

- Methodology

- Intellectual Property

PROBLEM FORMULATION

Assessment as a tool for examination and diagnosis

What factors influence the results of teacher evaluation?

Strengthening and improvement actions

OBJECTIVES

SPECIFIC OBJECTIVES

Make a framework of previous studies conducted on teacher evaluation.

Organizing databases of teachers evaluation in 2014-2 and variables to consider in econometric modelling.

Analyze using descriptive statistics the results of the teaching assessment by students from EAFIT University in 2014-2.

Designing an econometric model to explain the relationships between the different explanatory variables set and teacher evaluation at EAFIT University.

GENERAL OBJECTIVE

Identify the factors that influenced teachers evaluation by students from EAFIT University during the semester 2014-2.

BACKGROUND

Determinants of teacher evaluation: The case of Universidad de los Andes. GAVIRIA and HOYOS, 2006

· OBJECTIVE
· This paper explores how teacher and course characteristics affect evaluation results.

· RESULTS
· Grades obtained by students directly and positive influence in teacher evaluations. Class size negative impact in the results of the evaluations.

Determinants of how students evaluate teachers. MCPHERSON, 2006

· OBJECTIVE
· Using statistical methods to locate the determinants of teacher evaluation.

· RESULTS
· In principles classes, the level of experience of the instructor and the class size are found to be significant determinants of scores in teacher evaluation.

BACKGROUND

The impact of individual teachers on student achievement: Evidence from panel data. ROCKOFF 2004

- This research uses panel data collected from New Jersey schools to estimate teacher fixed effects while controlling for fixed students characteristics and classroom specific variables.

Teachers, schools, and academic achievement. HANUSHEK 1998

- This paper separates the impact of schools and teachers in influencing achievement with special attention given to the potential problems of omitted or mismeasured variables of student and school selection.

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SCOPE

- The teaching assessment at the EAFIT University is designed under four components: evaluation by students, teachers' self-evaluation, evaluation by academic peers and supervisor evaluation. This is done in all academic programs at the University at both the undergraduate and graduate levels.

- The scope of this study will be focused on the students evaluation component in all undergraduate programs.

- The semester 2014-2 was choosed because is the latest with the possibility of access to complete information from corporate databases.

METHODOLOGY

MODEL	Fixed effects regression	Explanatory variables	• Contract Type • Last academic degree • Experience
Dependent variable	TEACHER RESULTS		
MODEL	Fixed effects regression	Explanatory variables	• Faculty • Schedule • Course Type • Level • Class size
Dependent variable	COURSE RESULTS		
MODEL	Ordinary Least Squares (OLS)	Explanatory variables	Results by group of student self-assessment: Attendance, dedication, group behavior, difficulty level.
Dependent variable	GENERAL RESULTS		

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Thanks for your attention

QUESTIONS