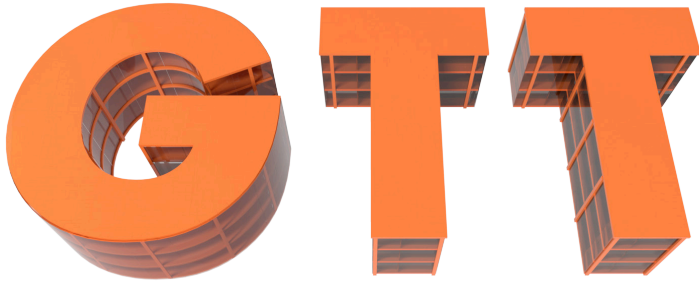




Evidence Based
Education



Great Teaching Toolkit
Great teaching, better learning

Student surveys

#GreatTeaching

Can student surveys provide useful feedback for teacher learning?

No one else has more collective experience of the classroom environment and teaching practices than students. When asked the right questions, in the right way, student perceptions can be harnessed to offer an important source of information on pedagogical practices and the classroom environment. In turn, the feedback they generate can be a powerful tool for teacher learning – offering additional insight that allows teachers and leaders to personalise professional development.

We felt there was sufficient evidence for the validity of student surveys to create our own for inclusion as part of the Great Teaching Toolkit. Furthermore, it was impossible to ignore the impressions and perceptions of the biggest stakeholder in teaching effectiveness – those who have spent the most amount of time with a teacher in school.

What is being explored in surveys is the level of agreement from students as to whether certain things are happening in the classroom. In no way are we seeking the biased likes and dislikes of students on how their teacher goes about their job.

Student perceptions on teaching

Professor Rob Coe and the team at Evidence Based Education developed student surveys in each of the four dimensions from our Model for Great Teaching:

1. Understanding the content
2. Creating a supportive environment
3. Maximising opportunity to learn
4. Activating hard thinking

Student surveys are administered online. Links are generated in the Great Teaching Toolkit platform by the class teacher. Following a brief introduction, students are presented with questions and asked to select from 'Agree Strongly' to 'Disagree Strongly' on a five-point scale. Here are some example questions from the survey on 'Explaining' from Dimension 4.

7 → When the teacher is explaining, he or she uses really good examples to help us understand *

A Agree strongly

B Agree

C No opinion

D Disagree

E Disagree strongly

OK ✓

8 → Before teaching a new topic or idea, my teacher checks that all pupils understand and remember the previous work that it builds on *

A Agree strongly

B Agree

C No opinion

D Disagree

E Disagree strongly

OK ✓

15 → Before answering a new type of question, we sometimes do an example question together as a class *

A Agree strongly

B Agree

C No opinion

D Disagree

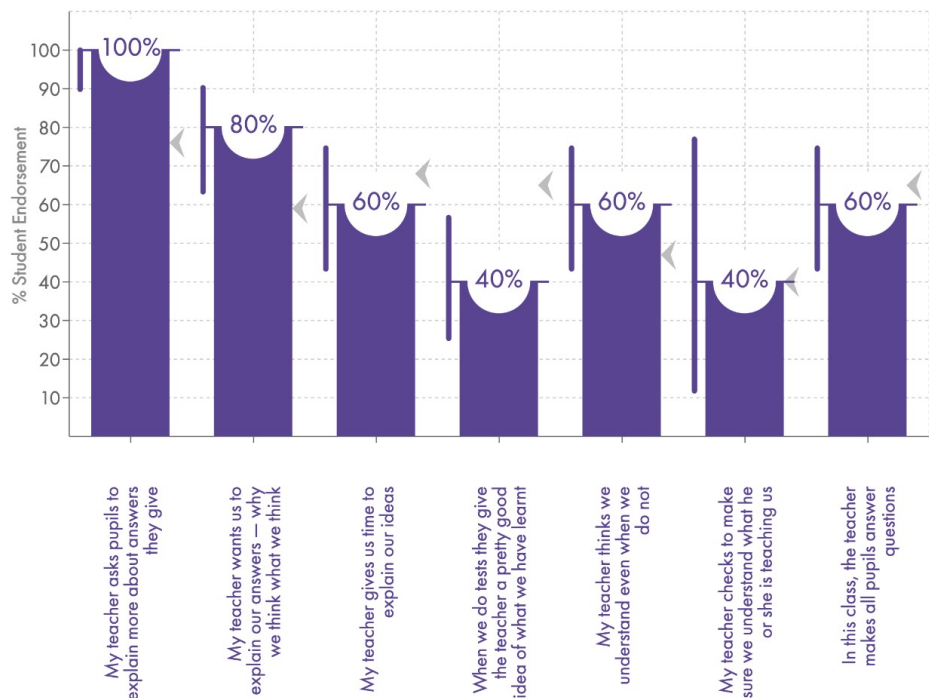
E Disagree strongly

OK ✓

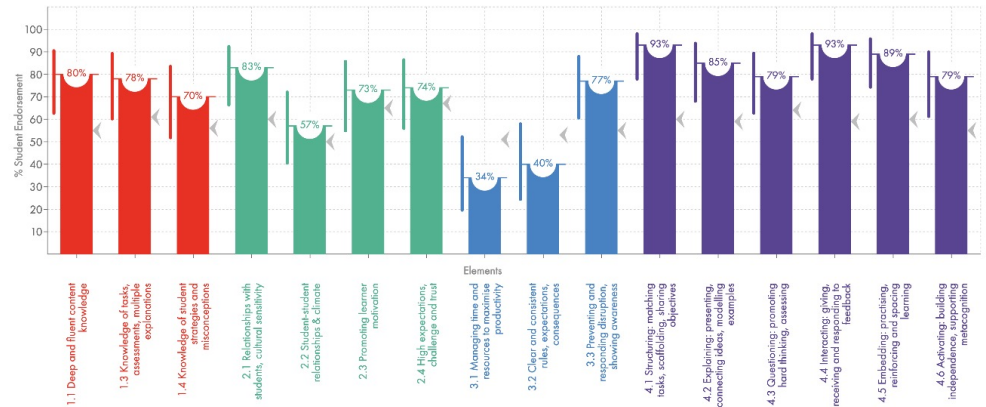
Feedback for Great Teaching

Feedback from student surveys is confidential to the teacher, accessed through their own private account. Anonymised and aggregated school-wide reporting is available to help understand the school climate, identify great teaching and inform development priorities.

The image below is an example of feedback from a student survey relating specifically to Element 4.3 (Questioning) of the Model for Great Teaching. It shows the proportion of student endorsement for each statement. A grey arrowhead points to the mean percentage endorsement for all students who have completed the survey, from all teachers and schools in our sample, for comparison.



The next image is an example of feedback from a student survey relating to all four dimensions of the Model for Great Teaching. It shows the proportion of student endorsement for the elements. Again, a grey arrowhead points to the mean percentage endorsement for all students who have completed the survey to provide a useful point of reference.



The strong, overarching goal with feedback from student surveys is to provide additional information to the teacher to help inform their professional learning. The feedback provides additional insight that indicates strengths and areas to consider as possible development priorities.