

Introducing SELEVOR

Self-Assessment for Lecturers

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Providing lecturers a digital tool to self-assess the quality of their lectures¹

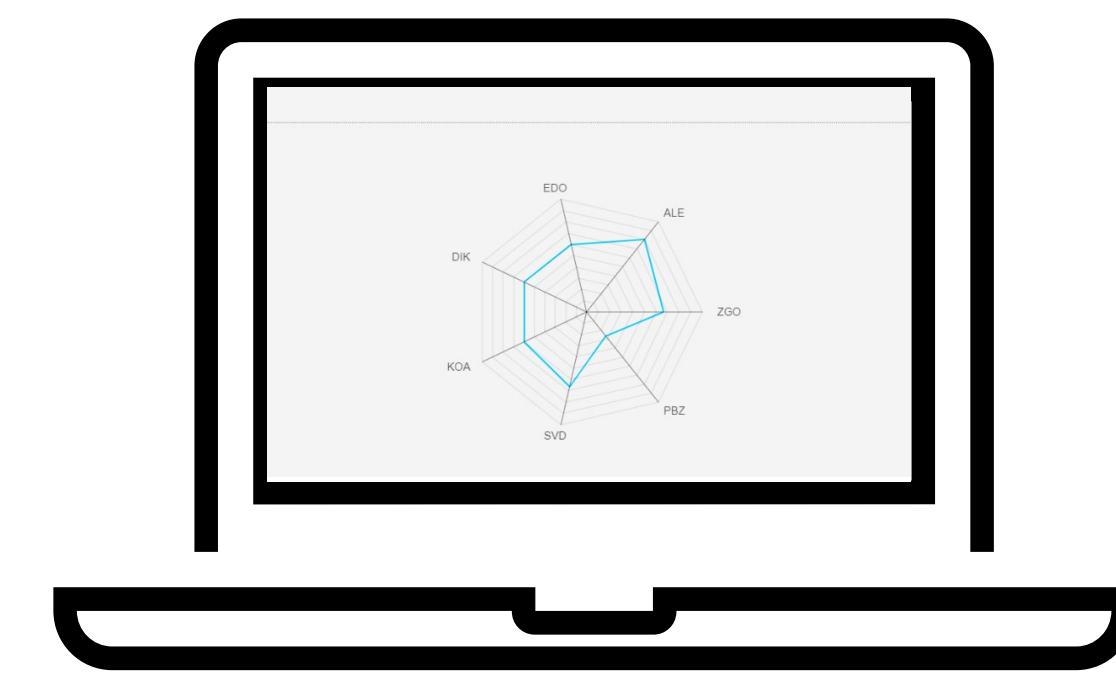
Realised in ILIAS



Seven Categories



Immediate Feedback

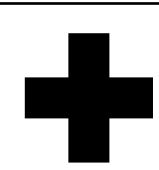


Cognitive Pretesting^{2, 3}

Phase 1

Item Analysis

- 101 users (49 female)
- > 54 % (senior) lecturers
- all University Faculties
- Inter-item correlations⁴



Confidence Ratings

- 7 users (7 male)
- > 42% senior lecturers
- All University of Bern
- SELEVORexpert questionnaire

Item Selection

- 12 items based on:
- Item analysis (weakest inter-item correlations within the categories)
 - Confidence ratings (weakest ratings within the categories)

Phase 2

Interviews

- Semi-structured Interviews
 - Comprehension (paraphrasing)
 - Reformulation (think aloud)
 - Category fit (SLT)
- 7 Interviewees (7 male, > 42% senior lecturers)
- 6 Items each, presented (counter-balanced) in individual interviews
- Each item at least 3 times

Item Revision

Based on interview outcomes and expert opinion

Results

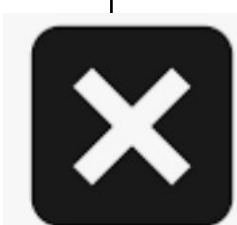
SELEVOR Categories

- Problem Focus (1)
- Constructive Alignment (1)
- Target Group Orientation (2)
- Elaboration (2)
- Choice of Content (2)
- Adaptive Teaching (2)
- Teacher Engagement (2)

- 1 Item preliminary removed
- 3 Items replaced
- 9 Items reformulated

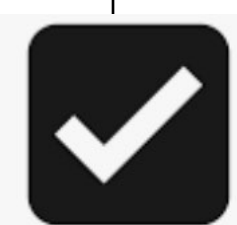
→ Redundancy in category
→ Ambiguous and/or negative wording

Before Revision

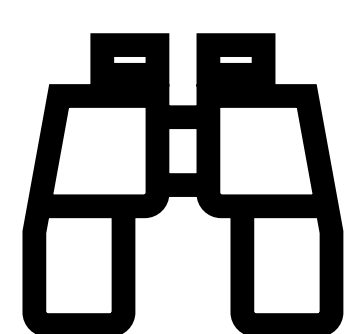


„Generally, I only present the most essential.“

After Revision



„I only present content that is relevant to the learning outcomes.“



Testing item revision and evaluating the functionality of the feedback

¹Lombarts, K. M., Bucx, M. J., & Arah, O. A. (2009). Development of a system for the evaluation of the teaching qualities of anesthesiology faculty. *The Journal of the American Society of Anesthesiologists*, 111(4), 709-716.

²Lenzner, T.; Neuert, C. & Otto, W. (2015). Kognitives Pretesting. Mannheim, GESIS – Leibniz-Institut für Sozialwissenschaften (GESIS Survey Guidelines). DOI: 10.15465/sdm-sg_010

³Prüfer, P., & Rexroth, M. (2000). *Zwei-Phasen-Pretesting*. ZUMA-Arbeitsbericht 2000/08, Mannheim.

⁴Bühner, M. (2011). *Einführung in die Test- und Fragebogenkonstruktion*. Pearson: Deutschland GmbH.

