

## Study on the Effect of Student Evaluation and Teaching Supervision

Peinan Ren\*, Dejun Liu, Lingliang Xv, Weixuan Dou

Xi'an Research Institute of High Technology, Xi'an, Shannxi Province, China

\*Corresponding author: ren\_peinan@163.com

### Abstract

Student evaluations and teaching supervision are two critical components in the ongoing process of improving teaching quality in higher education. While student evaluations provide insights into students' perceptions of teaching effectiveness, teaching supervision offers a more holistic approach by focusing on pedagogical development, mentoring, and the quality of instruction from a supervisory perspective. This paper examines the impact of both student evaluations and teaching supervision on teaching quality. It explores the advantages and limitations of these mechanisms, investigates how they influence teaching practices, and identifies the challenges that arise from their implementation. By analyzing both the positive and negative outcomes associated with these assessment tools, this study aims to provide a comprehensive understanding of their roles in shaping the educational experience for both students and faculty members. Finally, recommendations are provided to optimize the use of student evaluations and teaching supervision for better educational outcomes.

### Keywords

Teaching quality; student evaluation; teaching supervision.

### 1. Introduction

In recent decades, the emphasis on improving teaching quality in universities has intensified, driven by demands for better learning outcomes and increased accountability in higher education. Two of the most commonly employed methods for ensuring teaching quality are student evaluations and teaching supervision[1-3]. Student evaluations are typically used to gather feedback from students regarding their instructors' performance, while teaching supervision involves the oversight and guidance of instructors by senior faculty or academic leaders to ensure effective teaching practices.

The purpose of student evaluations is to assess various aspects of teaching, such as clarity, engagement, course organization, and overall effectiveness. Meanwhile, teaching supervision aims to provide ongoing professional development, constructive feedback, and mentorship to instructors, particularly junior faculty members. While both methods are widely used, they serve different purposes and are often implemented in tandem to enhance teaching effectiveness.

This paper seeks to explore the effect of both student evaluations and teaching supervision on teaching quality. It will review existing literature, examine the strengths and weaknesses of these systems, and discuss their impact on faculty performance, student satisfaction, and institutional goals.

## 2. Background

### 2.1. The Role of Student Evaluation in Higher Education

Student evaluations of teaching (SET) have become a ubiquitous tool for assessing teaching quality in universities worldwide. These evaluations are typically conducted at the end of a course, with students providing feedback on various aspects of their learning experience. In many cases, SET results are used to inform decisions regarding faculty promotions, tenure, and course improvements.

SET is valuable for gathering direct insights from students, as they are the primary consumers of educational content. Their feedback can highlight areas where instructors excel, as well as areas needing improvement. For instance, student evaluations may indicate whether an instructor is engaging, whether the course material is presented clearly, or whether the class environment fosters learning [4,5].

### 2.2. Teaching Supervision as a Tool for Professional Development

Teaching supervision, on the other hand, focuses on improving teaching practices from a developmental and supportive perspective. Supervision involves senior faculty members or academic leaders observing and providing constructive feedback to less experienced instructors. This feedback often includes recommendations on teaching strategies, course design, classroom management, and assessment methods.

Unlike student evaluations, which primarily reflect students' subjective experiences, teaching supervision emphasizes the professional growth of instructors. It can include formal evaluations, peer reviews, or informal mentoring, with the goal of fostering continuous improvement in teaching practices.

### 2.3. Integration of Student Evaluation and Teaching Supervision

When integrated effectively, student evaluations and teaching supervision can complement each other. While student evaluations provide immediate and direct feedback about an instructor's performance in the eyes of the students, teaching supervision offers a more comprehensive and supportive approach that encourages long-term professional development. However, the effectiveness of both systems depends on how they are implemented, how feedback is used, and how both students and faculty respond to the evaluation and supervisory processes.

## 3. The Effect of Student Evaluations

### 3.1. Positive Effects of Student Evaluations

Student evaluations can offer valuable insights into various aspects of teaching, including:

- (1) **Identification of Strengths and Weaknesses:** SET provides instructors with feedback on what they are doing well and where they may need to improve. This can help teachers recognize areas where they can make immediate adjustments to enhance the learning experience.
- (2) **Student-Centered Feedback:** Since students are the recipients of teaching, their perspectives can be an important indicator of how well an instructor communicates, engages, and facilitates learning. By evaluating student satisfaction and engagement, SET helps instructors understand the impact of their teaching from the student's viewpoint.
- (3) **Accountability and Transparency:** The use of student evaluations ensures that faculty members are held accountable for their teaching quality. It provides a transparent method for institutions to monitor teaching effectiveness, as well as a way for students to voice their concerns or commendable experiences.

### 3.2. Limitations and Criticisms of Student Evaluations

Despite their advantages, student evaluations have been widely criticized for several reasons:

- (1) **Bias and Subjectivity:** Student evaluations can be influenced by various factors unrelated to teaching quality, such as personal biases, course difficulty, or grading leniency. Research has shown that SET results can be skewed by gender, race, and other factors, potentially leading to unfair evaluations of faculty members.
- (2) **Focus on Popularity Rather Than Pedagogical Effectiveness:** Some students may rate instructors based on their perceived popularity or grading leniency rather than the instructor's actual teaching effectiveness. This can incentivize instructors to prioritize student satisfaction over academic rigor or to avoid challenging students with difficult content.
- (3) **Limited Scope:** Student evaluations are typically conducted at the end of a course, meaning they only capture feedback after the course has been completed. This does not allow instructors to make real-time improvements or address issues that arise during the semester.

### 3.3. Using Student Evaluations Constructively

To maximize the benefits of student evaluations, universities must implement strategies to mitigate their limitations. For example, anonymous evaluations should be carefully structured to include specific, actionable questions that focus on teaching effectiveness. Faculty members should also be trained to use SET feedback constructively, addressing areas for improvement while reinforcing strengths.

## 4. The Effect of Teaching Supervision

### 4.1. Positive Effects of Teaching Supervision

Teaching supervision can have a significant impact on both new and experienced instructors:

- (1) **Professional Development:** Supervision allows instructors to receive personalized feedback and mentorship, which is particularly valuable for early-career faculty members. It fosters continuous professional growth and the refinement of teaching practices.
- (2) **Improved Pedagogical Practices:** By observing and providing feedback on teaching methods, teaching supervisors help faculty develop more effective teaching strategies. This can include recommendations on student engagement techniques, classroom management, or the incorporation of technology into the teaching process.
- (3) **Increased Confidence and Job Satisfaction:** Supportive supervision can increase instructors' confidence in their teaching abilities. When teachers feel supported and guided in their development, they are more likely to experience job satisfaction and remain committed to their profession.

### 4.2. Limitations and Challenges of Teaching Supervision

Despite its benefits, teaching supervision also has limitations:

- (1) **Resource Intensity:** Effective teaching supervision requires significant time and resources. Senior faculty or academic leaders must dedicate time to observe classes, provide feedback, and engage in mentoring, which can be particularly challenging in large institutions or departments with high faculty turnover.
- (2) **Resistance to Supervision:** Some faculty members, particularly those with more experience, may resist supervision, viewing it as unnecessary or intrusive. This resistance can undermine the effectiveness of the supervisory process and limit its impact on teaching improvement.
- (3) **Subjectivity in Feedback:** Just as student evaluations are subjective, teaching supervision can also be influenced by the supervisor's personal preferences or teaching philosophy. This

subjectivity can create inconsistencies in feedback and potentially hinder an instructor's development if the advice is not constructive or applicable to the instructor's style.

#### **4.3. Optimizing the Impact of Teaching Supervision**

To enhance the effectiveness of teaching supervision, universities should foster a culture of collaboration and open feedback. Supervisors should aim to provide actionable, constructive feedback while respecting the autonomy of instructors. Additionally, supervisory processes should be designed to align with institutional goals, with clear expectations for both faculty and supervisors.

### **5. Comparative Analysis of Student Evaluation and Teaching Supervision**

While both student evaluations and teaching supervision contribute to improving teaching quality, they each have distinct advantages and limitations. Student evaluations provide immediate, student-centered feedback, while teaching supervision offers a more comprehensive, professional development-focused approach. In combination, these two mechanisms can complement each other, providing a more complete picture of teaching effectiveness.

However, challenges such as bias in evaluations, resistance to supervision, and the resource intensity of supervision must be addressed to ensure that both systems are used effectively. A balanced approach, where both student feedback and professional supervision are incorporated into a broader framework of teaching quality, is crucial for the continuous improvement of teaching practices.

### **6. Recommendations**

**Enhance Student Evaluations:** Ensure that student evaluations are designed to capture meaningful, constructive feedback. Encourage faculty members to use feedback for self-improvement rather than viewing it as an evaluative tool tied solely to career advancement.

**Strengthen Supervision Programs:** Provide more resources for teaching supervision and create structured programs that foster mentorship and peer review. Supervisors should be trained to give constructive, respectful, and actionable feedback to faculty members.

**Integrate Both Approaches:** Universities should integrate student evaluations and teaching supervision into a comprehensive teaching improvement framework. Both should be seen as complementary tools, with student feedback informing teaching practices and supervision supporting professional development.

### **7. Conclusion**

Both student evaluations and teaching supervision are essential tools for improving teaching quality in higher education. While each has its advantages and limitations, their combined use can significantly enhance faculty development, student satisfaction, and academic outcomes. Universities must continue to refine these processes, using them in tandem to foster an environment of continuous improvement in teaching and learning.

### **Acknowledgements**

The authors gratefully acknowledge the financial support from educational and teaching fund of university.

## References

- [1] Xu Hui, Wang Huanzhi. Analysis on the construction of Teaching Innovation Team [J]. Automobile Maintenance and Repair,2024,(24):69-71.
- [2] Liu Zhentian, Zhong Ruikun. Breaking the "Five Factors" : Why the reform of educational evaluation returns to the basis of teaching [J/OL]. Modern Educational Management,1-12[2024-12-25].
- [3] Wang Kun. University Teaching System Innovation as a new quality productivity [J]. Beijing Education (Higher Education),2024,(12):13-18.
- [4] Li Yongpeng, Liu Ye, Wen Wen, et al. Research on the work of new teaching and research-based young teachers in universities [J]. Journal of Learning,2024,(35):163-166.
- [5] Wang Hongxin, Wu Wenqing, Huo Baofeng. Research on cross-border integration Development Strategy of universities under the goal of "Integration of education Technology Talents" [J]. Theory and Modernization,2024,(06):51-67.
- [6] Dai Yan, Niu Xinxin, Wang Xubo, et al. Exploration on the realization path of scientific research results feeding education and teaching in Higher vocational colleges under the background of Science and education integration [J]. Theoretical Research and Practice of innovation and Entrepreneurship, 2019,7(21):80-82+86.
- [7] Huang Zhaoming, Zhu Tianyu, Wang Li, et al. Research on the transformation of scientific research achievements into teaching resources under the concept of integration of science and education [J]. Journal of Anhui University of Technology (Social Sciences Edition),2024,41(03):103-106.
- [8] Wang Qingqing. The Triple logic of Innovation and entrepreneurship education in Higher vocational Colleges empowered by integrating science and Education [J]. Modern Commerce and Industry, 24,45(22):123-125.
- [9] Wang Shouyu, Zhang Peng. Reform practice of "Specialized courses + scientific research Training" integrated teaching model [J]. Journal of Higher Education, 2018,10(32):140-143.
- [10] Qi Jiabin, Jia Huihui, Wang Jie. An analysis on the way of cross-border integration of teaching and research teacher teams in local universities [J]. Journal of Hebei North University (Social Sciences Edition),2024,40(04):103-105.
- [11] LIANG Guoli, Da Kening, Ma Kun. Realizing the integration of science and education in colleges and universities: Difficulties and solutions [J]. Educational Academic Monthly,2024,(10):55-63.
- [12] Yang Jun, Deng Lifu, Liang Nianyu. Research on Connotation, value and Path of Promoting Innovative Talents Training in Higher Vocational Colleges by Integrating science and Education [J]. Industrial Innovation Research,2024,(15):181-183.]
- [13] Li Haige, Zhang Ling. Research on the practice of research feeding Teaching in the development of vocational undergraduate education under the background of Science and Education integration [J].