Full Length Research Article

IMPROVEMENT OF EFFECTIVENESS OF INSTRUCTORS IN UNDERGRADUATE EDUCATION

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ARTICLE INFO	ABSTRACT
	There are numerous different approaches for measuring and improving the quality in undergraduate education. "Educational Evalution Systems" is one of the most significant one of the cited approaches. The most important components which affect the quality of education in "Educational Evaluation Systems" are considered to be the education itself, the students and the instructors. The purview of this study is limited to "instructors", which is one of the foregoing components, with an eye to achieve more accurate results. When the resources as to evaluation of instructors and improvement of effectiveness thereof are researched, it has been observed that they basically contain findings and recommendations that emphasize the importance and use of the data as to course evaluation forms. The objective of the study, in this context, has been determined as the creation of an advice list which will help improvement of effectiveness of the instructor before the instructor commences giving course to students. Questions only regarding the evaluation of instructors among the questions within the course evaluation forms utilized in undergraduate education have been determined as the methodology of this study at the first stage in line with the defined purview and objective. In the next stage, these questions were compared in a systematic way and the similar ones were eliminated. An advice list consisting of 116 items which will help to improve the effectiveness of the instructor was created at the latest phase of the study in line with all the information obtained.

INTRODUCTION

There are numerous different approaches for measuring and improving the quality in undergraduate education. "Educational Evaluation Systems" is one of the most significant one of the cited approaches. Educational evaluation is a professional activity conducted with an eye to improve education (Wikipedia, 2015). Basically, it is divided into three different categories as evaluation of the education itself, evaluation of the student and evaluation of the instructor. In other words, the most important components affecting the quality of education in this system are considered the training itself, students and instructors. It has been observed as a result of the literature researches carried out that there have been a large number of scientific researches on "Educational Evaluation Systems".

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The purview of this study is limited to "instructors", which is one of the foregoing components, with an eye to achieve more accurate results. When the resources as to evaluation of instructors and improvement of effectiveness thereof are researched, it has been observed that they basically contain findings and recommendations that emphasize the importance and use of the data as to course evaluation forms. (Abrami, 2001; American Psychological Association, 2012; Angelo and Cross, 1993; Burke, 1993; Demirbaş and Eroğlu, 2001; Ewell, 1998; Goldschmid, 1978; Gravestock and Gregor-Greenleaf, 2008; Gump, S.E. 2007; Poet et al., 2010; Rogers and Williams, 1999; Marsh and Roche, 1997; Marsh, 1987; Moore and Kuol, 2005; Palmer, 1993; Panitz, 1996; Felder and Brent, 1999; Wilson et al., 2010; University of Stanford, 2007 etc.). For example, Palmer (1993) states that these kinds of data provide a large number of benefits such as determining personal performance issues as well as the best features of the instructors, harmonizing the instructor's performance targets with the objectives of the institution, determining what kind of suggestions the instructor needs, strengthening the relations between the institution and the instructor, making the

communication between the managers and the instructors transparent and encouragement of the instructor's personal and professional development (Demirbaş and Eroğlu, 2001). In Goldschmid's (1978) work it is stressed that data obtained in this way, since the widely usage of educational evaluation systems, has obtained significant contributions on the issues of improving teaching and student learning. Moore and Kuol (2005) state that these types of evaluation systems provide important data for improvement of the behavior and effectiveness of the instructor. Similarly, Wilson and Ryan (2010) also state that data obtained by the educational evaluation systems contain important information for instructors who want to improve themselves and especially constructive student evaluations have a guiding role in reshaping the manner the instructors give their courses. Gravestock and Gregor-Greenleaf (2008) indicate in a manner to support all of these that data obtained thanks to educational evaluation systems enables the opportunity to give feedback on many subjects such as the instructor's communication and organization skills, to what extent he has an entrepreneurial spirit, how flexible he is, his attitude towards the students, his command on the subject, his understandability, his being consistent in grading and etc.

MATERIALS AND METHODS

The purview and objective of the study is the creation of an advice list which will help improvement of effectiveness of the instructor before the instructor commences giving course to students, determine his weak sides and have the opportunity of improving them prior to giving courses. The difference of this study from all other similar studies is converting the survey questions created to obtain these data to an advice list by which the instructor can improve himself instead of using data obtained by the course evaluation forms at the mid-term or at the end of the term to improve the effectiveness of the instructors. Questions only regarding the course evaluation forms utilized in undergraduate education will be examined and only those for the evaluation of the instructors will be determined as the methodology of this study at the first stage in line with the defined purview and objective. In the next stage, these questions will be compared in a systematic way and the similar ones will be eliminated. An advice list which will help to improve the effectiveness of the instructor will be created at the latest phase of the study in line with all the information obtained.

Table 1. Open-Ended Questions for Evaluation of the Instructor

Questions	Harvard University	Stanford University	Lehigh University	Gravic University	Mount Allison University	Brandeis Univarsity	Princeton University	McHill	Wufoo	University of Missouri	Western Washington University	University of Washington-Small Lecture / Discussion	University of Washington-Lectures/Assignments	University of Washington-Lab	University of Washington-Distance Learning	University of Washington-Project/Studio	University of Washington-English as a Second Language	University of Washington-Study Abroad	University of Washington-Educational Outcomes	Mt. Allison University	Idea-Improving Learning in Higher Education	Wilfred Laurier University	Dalhousie University	Humber College	McGill University-Sample Institutional Evaluation Instruments	Queen's University	Ryerson University	Seneca College	University of Alberta	University of Minnesota	University of Ontario Institute of Technology	McGill University-Institutional Documents Relating to Course Evaluations	University of Michigan
What are the strengths of the instructor?	X	X								X																							
How could the instructor improve his or her teaching?	X	X																															
What are the important characteristics of the instructor that have been most valuable to your overall learning experience?					X																												
What are the characteristics of of the instructor you feel are most important to improve?					X																									X			
What changes could be made to improve the teaching of this course?										X																				X			
What aspects of your instructor's teaching help you learn best?							X																										
What specific advice would you give to help your instructor improve your learning in this course?					X	X																						X					X
Which characteristics of the instuctors or course have been most valuable to your learning?																			X														

Determination of Questions as to the Instructor in Course Evaluation Forms and Analysis Thereof

33 course evaluation forms of different sources have been obtained as a result of the literature search (Harvard University, 2015; Stanford University, 2015; Lehigh University, 2015; Gravestock and Gregor-Greenleaf, 2008; Gravic University, 2015; Mount Allison University, 2015; Brandeis University, 2015; Princeton University, 2015; McHill, 2015; Wufoo, 2015; University of Missouri, 2015; Western Washington University, 2015; University of Washington, 2015; Mount Allison University, 2015; İdea, 2015). All the questions in these forms have been examined and only those for evaluation of the instructor have been selected. When questions regarding the evaluation of the instructor were evaluated qualitatively, it was determined that they were divided into two groups it terms of question type as open and closed-ended. When open-ended questions were examined in themselves qualitatively, it was observed that these questions have a structure that will allow identifying the comments and the proposals of the students. When open-ended questions were examined in themselves qualitatively, it has been determined that distributions of them have showed difference by sources although they have been created for the (Lehigh University, 2015; Gravic University, 2015; McHill, 2015; Wufoo, 2015; Western Washington University, 2015;

University of Washington, 2015; İdea, 2015) same purpose and they have not even been included in some sources (Table 1). The closed-ended questions were compared in a systematic way within themselves after the open-ended questions were evaluated and the similar ones were eliminated and a total of 147 questions were obtained. When these questions are examined qualitatively, it was observed that some of them questioned the instructor in detail by stating "the instructor gestured with head or body" as seen in Table 2 and some of them were for obtaining answer in a more general sense by stating "the instructor knew the subject well". When the closed-ended questions for evaluation of the instructor in Table 2 were examined quantitatively, it was observed that distribution of the number of questions by source demonstrated significant differences as seen in Table 3 although they were created for the same purpose.

Creation of the Advice List which will help to Improve the Effectiveness of the Instructor

A total of 155 questions which have been obtained from 33 different course evaluation forms in Tables 1 and 2 have been examined one by one and the ones which can be used in the Advice List have been chosen among them. None of the open-ended questions have been used while 31 closed-ended questions have been as seen in Table 4.

Table 2. Closed-Ended Questions for Evaluation of the Instructor

No	Questions	No	Questions
1	Overall, the instructor was effective in his/her role	75	The instructor distinguished between more important and less important topics
2	The instructor treated students with respect	76	The instructor spoke in a dramatic or expressive way
3	The instructor knew the subject well	77	The instructor spoke at an appropriate volume
4	The instructor was well prepared for the class	78	The instructor spoke at an appropriate pace
5	The instructor stated clearly what was expected of the students	79	The instructor spoke with voice modulation (fluctuates)
6	The instructor presented the material clearly	80	The instructor's English was understandable (e.g., good pronunciation, speed, vocabulary)
7	The instructor's explanations of course goals and objectives were clearly	81	The instructor's contribution to student understanding of concepts and ideas was sufficient
8	The instructor provided clear expectations for all assessed work	82	The instructor's contribution to student learning was sufficient
9	The instructor answered questions clearly and concisely	83	The instructor's contribution to the discussion was good
10	The instructor's demonstrations of techniques were clear and concise	84	The instructor's contribution overall to the course was good
11	The instructor communicated clearly with students	85	The instructor summarized key ideas from a class session
12	The instructor made me feel free to ask questions	86	The instructor summarized results
13	The quality of questions/problems were used by the instructor was good	87	The instructor periodically summarized points previously made
14	The instructor encouraged students for expressing their own ideas and/or question	88	The instructor managed class time effectively
15	The instructor asked questions of individual students	89	The instructor had everything going according to the schedule
16	The instructor asked questions of class as a whole	90	The instructor scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work.
17	The instructor asked rhetorical questions	91	The instructor followed the published course outline
18	The instructor sticked to the point in answering students' questions	92	The instructor was well organized the course
19	The instructor provided sample exam questions	93	The instructor's record for coming to class on time was good
20	The instructor used graphs or diagrams to facilitate explanation	94	The instructor structured class discussions
21	The instructor was good at alternative explanations	95	The instructor's guidance as a discussion leader was good
22	The instructor encouraged students to interest in the course content	96	The instructor formed teams or discussion groups to facilitate learning
23	The instructor encouraged students to participate	97	The instructor was skillful in developing classroom discussion
24	The instructor encouraged students to develop and express their own ideas	98	The instructor promoted meaningfull discussions issues of diversity
25	The instructor encouraged students to develop and improve their skills	99	The instructor challenged stereotypic discussions
26	The instructor encouraged students to develop and use their creativity	100	The instructor raises challenging questions for discussion
27	The instructor encouraged students' self-expression	101	The instructor provided adequate opportunities for questions and discussion during class time
28	The instructor encouraged group collaboration/peer to peer learning	102	The instructor stimulated students thinking, learning and development

29	The instructor encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	103	The instructor's support for student/teacher partnership in learning was good
30	The instructor encouraged constructive critism	104	The instructor maintained controls of the class
31	The instructor announced availability for consultation outside of class	105	The instructor effectively managed unexpected problems
32	The instructor was adequately accessible to students during office hours or after class	106	The instructor managed student classroom behaviour well
33	The instructor encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)	107	The instructor's evaluation of student performance was related to important course goals
34	The instructor was available for conferences with students	108	The instructor graded in a consistent and systematic way
35	The instructor was positive for interacting with students	109	The instructor explained the reasons for criticism of students' academic performance
36	The instructor prepared and carefully explained the course materials and syllabus well	110	The instructor's answer keys and/or individual comments were sufficiently detailed to help me learn
37	The instructor explained how each topic fits into the course as a whole	111	The instructor was enthusiastic about teaching
38	Textbooks and other instructional material were effectively used by the instructor	112	The instructor taught effectively considering both the possibilities and limititaions of the subject matter and the course
39	The instructor related course material to real life situatons	113	The instructor's recognition of student progress was good
40	The instructor effectively used teaching methods	114	The instructor's monitoring of skill acquisition was good
41	The instructor gave good examples of the concepts	115	The instructor's ability to break skills into meaningful components was good
42	The instructor used good illustrations	116	The instructor's awareness of student comprehension was sufficient
43	The instructor's handouts, lectures, or postings was useful	117	The instructor created an atmosphere of engagement
44	The instructional technology was well coordinated with course materials	118	The instructor demostrated the importance and significance of subject matter
45	The instructor used technology in ways that helped my learning of concepts and principles	119	The instructor stimulated students to intellectual effort beyond that required by most courses
46	The instructor adequately prepared the class to use the required technologies	120	The instructor introduced stimulating ideas about the subject
47	The instructor never intimidated or embarrassed students	121	The instructor involved students in "hand on" projects such as researh, case studies of real life activities
48	The instructor made eye contact with students	122	The instructor repeated difficult ideas several times
49	The instructor made me feel valued in the class	123	The instructor incorporated students' ideas into lecture
50	The instructor showed distracting mannerisms	124	The instructor presented challenging, thought-provoking ideas
51	The instructor tried to learn students' names	125	The instructor used a variety of activities in class (e.g., group work, guest lecturers, etc.)
52	The instructor was friendly	126	The instructor used headings and subheadings to organize lectures
53	The instructor praised students for good ideas	127	The instructor was skillful in observing student reaction
54	The instructor was permissive and flexible	128	The instructor put outline of lecture on blackboard or overhead screen
55	The instructor maintained an atmosphere of good feeling in class	129	The instructor digressed from major theme of lecture
56	The instructor was sensitive to students when giving critiques.	130	The instructor identified specific areas in which I need improvement
57	The instructor had a genuine interest in individual students	131	The instructor reminded students of test dates or assignment deadlines
58	The instructor moved about while lecturing	132	The instructor related to students in ways that promoted mutual respect
59	The instructor gestured with head or body	133	The instructor showed sensitivity to the needs and interests of students from diverse groups
60	The instructor's conduct was never inappropriately influenced by students' personal characteristics, such as gender, ethnicity, cultural background or sexual orientation	134	The instructor in this course showed a genuine concern for students.
61	The instructor told jokes or humorous anecdotes	135	The instructor treated students with fairness and respect
62	The instructor smiled or laught while teaching	136	The instructor adapted to student abilities, interests and needs
63	The instructor returned my work in a reasonable time	137	The instructor taught near the class level
64	The instructor provided timely and frequent feedback on tests, reports, projects, etc.to help students improve	138	The instructor stated objectives of each lecture
65	The instructor was helpful when students were confused	139	The instructor was able to diagnose technical problems
66	The instructor offered to help students with course-related problems	140	The instructor handled controversy in the classroom productivity
67	The instructor helped me to improve my skills	141	The instructor valued my creativity and/or originality
68	The instructor asked if students understand before proceeding to next topic	142	The instructor set high but attainable expectations for this course
69	The instructor's ability to deal with student difficulties was good	143	The instructor seemed to enjoy teaching
70	The instructor gave tests, projects, etc. that covered the most important points of the course	144	The instructor kept students informed of their progress
71	The instructor advised students as to how to prepare for tests or exams	145	The instructor demonstrated the techniques student expected to develop
72	The instructor stressed the most important points	146	The instructor explained subject matter in familiar conversational language
73	The instructor clarified fundamental points	147	The instructor wrote lecture verbatim from prepared notes or text
74	The instructor showed tolerance of other points of view		

Table 3. Distribution of closed-ended questions by resources for Evaluation of the Instructor

Question No	Harvard University	Stanford University	Lehigh University	Gravic University	Mount Allison University	Brandeis Univarsity	Princeton University	McHill	Wufoo	University of Missouri	Western Washington University	UW-Small Lecture / Discussion	UW-Lectures/Assignments	UW-Lab	UW-Distance Learning	UW-Project/Studio	UW-English as a Second L.	UW-Study Abroad	UW-Educational Outcomes	Mt. Allison University	Idea-Improving Learning in H.I.	Wilfred Laurier University	Dalhousie University	Humber College	McGill University–Sample Institutional E.I.	Queen's University	Ryerson University	Seneca College	University of Alberta	University of Minnesota	University of Ontario Institute of Tech.	McGill University-Ins.Doc.R.C.E.	University of Michigan
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3		X							X		X		X X		X							X			X				X		X		X
4	X		X	X		X			X	X									X						X	X					X		
5	X	X					X		X	X	X			X	X				X		X			X					X	X			
6	X	X			X	X					X	X		X							X			X					X	X			
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Table 4. Advice List Describing the Features an Instructor Should Have

Advice List	
The instructor should state clearly what is expected of the students	The instructor should clarify fundamental points
The instructor should present the material clearly	The instructor should show tolerance of other points of view
The instructor should answer questions clearly and concisely	The instructor should speak at an appropriate pace
The instructor should make students feel free to ask questions	The instructor should speak with voice modulation (fluctuates)
The instructor should communicate clearly with students	The instructor should summarize key ideas from a class session
The instructor should ask rhetorical questions	The instructor should summarize results
The instructor should provide sample exam questions	The instructor should speak at an appropriate volume
The instructor should be good at alternative explanations	The instructor should manage class time effectively
The instructor should encourage students to participate	The instructor should follow the published course outline
The instructor should encourage constructive critism	The instructor's record for coming to class on time should be good
The instructor should be available for conferences with students	The instructor should structure class discussions
The instructor should be positive for interacting with students	The instructor's guidance as a discussion leader should be good
The instructor should give good examples of the concepts	The instructor should effectively manage unexpected problems
The instructor should use good illustrations	The instructor should grade in a consistent and systematic way
The instructor should relate course material to real life situatons	The instructor's recognition of student progress should be good
The instructor's handouts, lectures, or postings should be useful	The instructor's monitoring of skill acquisition should be good
The instructor should make students feel valued in the class	The instructor should repeat difficult ideas several times
The instructor should never intimidate or embarrasse students	The instructor should incorporated students' ideas into lecture
The instructor should make eye contact with students	The instructor should treat students with fairness and respect
The instructor should learn students' names	The instructor should adapt to student abilities, interests and needs
The instructor should tell jokes or humorous anecdotes	The instructor should teach near the class level
The instructor should smile or laught while teaching	The instructor should state objectives of each lecture
The instructor should return students' works in a reasonable time	The instructor should be able to diagnose technical problems
The instructor should be helpful when students were confused	The instructor should value student's creativity and/or originality
The instructor should praise students for good ideas	The instructor should raise challenging questions for discussion
The instructor should be permissive and flexible	The instructor should be friendly
The instructor should be sensitive to students when giving critiques.	The instructor shouldn't show distracting mannerisms
The instructor should have a genuine interest in individual students	The instructor should keep students informed of their progress
The instructor should encourage students' self-expression	The instructor should introduce stimulating ideas about the subject
The instructor should help students to improve my skills	The instructor should be skillful in observing student reaction
The instructor shouldn't digress from major theme of lecture	The instructor should gesture with head or body
The instructor should use graphs-diagrams to facilitate explanation	The instructor should present challenging, thought-provoking ideas
The instructor should be adequately accessible to students during office hours or after class	The instructor should involve students in "hand on" projects such as researh, case studies of real life activities
The instructor should encourage student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)	The instructor's English should be understandable (e.g., good pronunciation, speed, vocabulary)
The instructor should stress the most important points	The instructor should encourage students to improve their skills
The instructor's explanations of course goals and objectives should be clear	The instructor should distinguish between more important and less important topics
The instructor should provide clear expectations for all assessed work	The instructor should periodically summarize points previously made
The instructor's demonstrations of techniques should be clear and concise	The quality of questions/problems is used by the instructor should be good
The instructor should encourage students to develop and express their own ideas	The instructor should form teams or discussion groups to facilitate learning
The instructor should encourage group collaboration/peer to peer learning	The instructor should promote meaningfull discussions issues of diversity
The instructor should encourage students to develop and use their creativity	The instructor should stimulate students thinking, learning and development
The instructor should explain how each topic fits into the course as a whole	The instructor's ability to break skills into meaningful components should be good
The instructor should remind students of test dates or assignment deadlines	The instructor's awareness of student comprehension should be sufficient
The instructor should write lecture verbatim from prepared notes or text	The instructor should demostrate the importance and significance of subject matter
The instructor should advise students as to how to prepare for tests or exams	The instructor should relate to students in ways that promoted mutual respect
The instructor should provide timely and frequent feedback on tests, reports, projects, etc.to help students improve	The instructor should use headings and subheadings to organize lectures
The instructor should encourage students for expressing their own ideas and/or question	The instructor should put outline of lecture on blackboard or overhead screen
The instructor should handle controversy in the classroom productivity	The instructor should identify specific areas in which students need improvement
The instructor should demonstrate the techniques student expected to develop	The instructor should offer to help students with course-related problems
The instructor should give tests, projects, etc. that covered the most important points of the course	The instructor should ask if students understand before proceeding to next topic
Textbooks and other instructional material should be effectively used by the instructor	The instructor should set high but attainable expectations for this course
The instructor should prepare and carefully explain the course materials and syllabus	The instructor's contribution to student understanding of concepts and ideas should be sufficient
The instructor should use technology in ways that helps students' learning of concepts and principles	The instructor should provide adequate opportunities for questions and discussion during class time

The instructor should show sensitivity to the needs and interests of students from diverse groups	The instructor's evaluation of student performance should be related to important course goals
The instructor should use a variety of activities in class (e.g., group work, guest lecturers, etc.)	The instructor should explain the reasons for criticism of students' academic performance
The instructor should encourage students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	The instructor should schedule course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work.
The instructor should explain subject matter in familiar conversational language	The instructor should teach effectively considering both the possibilities and limitations of the subject matter and the course
The instructor's conduct should never be inappropriately influenced by students' personal characteristics, such as gender, ethnicity, cultural background or sexual orientation	The instructor's answer keys and/or individual comments should be sufficiently detailed to help students' learn

All the criteria for measuring the success of the instructor in 33 course educational evaluation forms, obtained by literature research from different sources and Harvard University Stanford University, Lehigh University, Bastion University, Mount Allison University, Brandeis University, Princeton University, etc. as well as various educational institutions, have been brought together thanks to this Advice List consisting of 116 items. The mentioned criteria constitutes an important guide for the instructor to determine the weak and strong sides thereof and from which aspects the instructor has to improve himself.

Conclusions

Advice List developed within the purview of the study will help the instructors in improving of effectiveness thereof before commencing to give course to students. When the instructor examines this list, he will be able to improve himself in line with the 116 recommendations such as establishing eye contact with the students while giving the course, smiling while talking, learn the names of the students, making jokes to attract attention during the course and being clear and understandable.

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