

STUDENT EVALUATIONS OF COURSES AND TEACHERS



Breda, T. and Ly, S. T. (2015) Professors in core science fields are biased in favor of women: evidence from France. *American Economic Journal* 7(4), 53-75. DOI: 10.1257/app.20140022. Available from [Google Scholar](#). Google Scholar – cited by 4

Doubleday, A.F. and Lee, L. M. J. (2016) 'Dissecting the voice: Health professions students' perceptions of instructor age and gender in an online environment and the impact on evaluations for faculty.' *Anatomical Sciences Education*. Vol. 9 (6) pp. 537-544. Available from SDUB

Grimes, A., Medway, D., Foos, A., Goatman, A.(2016) 'Impact bias in student evaluations of higher education.' *Studies in Higher Education*, vol. 42 (6), pp. 945-962. Available from SDUUB

MacNell, L., Driscoll, A. and Hunt, A. N. (2014) What's in a Name: Exposing Gender Bias in Student Ratings of Teaching. *Innovative Higher Education* 40(4), 291-303. DOI: 10.1007/s10755-014-9313-4. Available from [Google Scholar](#). Google Scholar - Cited by 61

Professors in core science fields are biased in favor of women: evidence from France

Abstract

We investigate the link between how male-dominated a field is, and gender bias against women in this field. Taking the entrance exam of a French higher education institution as a natural experiment, we find that evaluation is actually biased in favor of females in more male-dominated subjects (e.g., math, philosophy) and in favor of males in more female-dominated subjects (e.g., literature, biology), inducing a rebalancing of gender ratios between students recruited for research careers in science and humanities majors. Evaluation bias is identified from systematic variations across subjects in the gap between students' nonanonymous oral and anonymous written test scores.

Breda, T. and Ly, S. T. (2015) Professors in core science fields are biased in favor of women: evidence from France. *American Economic Journal* 7(4), 53-75. DOI: 10.1257/app.20140022. Available from [Google Scholar](#). Google Scholar – cited by 4

What's in a Name: Exposing Gender Bias in Student Ratings of Teaching

Abstract

Student ratings of teaching play a significant role in career outcomes for higher education instructors. Although instructor gender has been shown to play an important role in influencing student ratings, the extent and nature of that role remains contested. While difficult to separate gender from teaching practices in person, it is possible to disguise an instructor's gender identity online. In our experiment, assistant instructors in an online class each operated under two different gender identities. Students rated the male identity significantly higher than the female identity, regardless of the instructor's actual gender, demonstrating gender bias. Given the vital role that student ratings play in academic career trajectories, this finding warrants considerable attention.

MacNell, L., Driscoll, A. and Hunt, A. N. (2014) What's in a Name: Exposing Gender Bias in Student Ratings of Teaching. *Innovative Higher Education* 40(4), 291-303. DOI: 10.1007/s10755-014-9313-4. Available from [Google Scholar](#). Google Scholar - Cited by 61

Impact bias in student evaluations of higher education

Abstract:

In the context of higher education, this study examines the extent to which affective evaluations of the student experience are influenced by the point at which they are made (i.e. before the experience begins, whilst it is happening and after it has ended). It adopts a between-groups quantitative analysis of the affective evaluations made by 360 future, current and past postgraduate students of a UK business school. The study validates the proposition that affective forecasts and memories of the student experience are considerably inflated in prospect and retrospect; a finding that implies a significant impact bias. It is concluded that the impact bias may have important implications for influencing the effectiveness of student decision-making, the timing and comparability of student course evaluations, and understanding the nature and effects of word-of-mouth communication regarding the student experience.;

In the context of higher education, this study examines the extent to which affective evaluations of the student experience are influenced by the point at which they are made (i.e. before the experience begins, whilst it is happening and after it has ended). It adopts a between-groups quantitative analysis of the affective evaluations made by 360 future, current and past postgraduate students of a UK business school. The study validates the proposition that affective forecasts and memories of the student experience are considerably inflated in prospect and retrospect; a finding that implies a significant impact bias. It is concluded that the impact bias may have important implications for influencing the effectiveness of student decision-making, the timing and comparability of student course evaluations, and understanding the nature and effects of word-of-mouth communication regarding the student experience.;

In the context of higher education, this study examines the extent to which affective evaluations of the student experience are influenced by the point at which they are made (i.e. before the experience begins, whilst it is happening and after it has ended). It adopts a between-groups quantitative analysis of the affective evaluations made by 360 future, current and past postgraduate students of a UK business school. The study validates the proposition that affective forecasts and memories of the student experience are considerably inflated in prospect and retrospect; a finding that implies a significant impact bias. It is concluded that the impact bias may have important implications for influencing the effectiveness of student decision-making, the timing and comparability of student course evaluations, and understanding the nature and effects of word-of-mouth communication regarding the student experience.

Dissecting the voice: Health professions students' perceptions of instructor age and gender in an online environment and the impact on evaluations for faculty

Abstract:

Gender and age bias is well-documented in academia with many studies demonstrating bias in students' evaluations of instructors. Failure of an instructor to meet gender or age-based expectations can translate to lower scores or negative comments on evaluations. While there is some evidence of bias in students' evaluations of online instructors, current studies have not fully examined the relationship between bias and instructor vocal characteristics. First-year dental students at two institutions were randomly assigned one of four videos on spinal cord anatomy to view. Videos contained identical content but were narrated by individuals of different gender and age (younger man, younger woman, older man, older woman). Students completed a content-based prequiz, watched the video, completed a postquiz, and answered a questionnaire evaluating the video and instructor. Students at Institution A rated the younger man and younger woman highest for nearly every evaluation category. At Institution B students rated the older man and younger woman highest. Results reveal that the older woman's voice received the lowest rankings for nearly every question in both samples. This report confirms the presence of gender and age bias in student evaluations of instructors in an online environment and demonstrates that bias may surface in response to vocal characteristics. Bias may impact older women more significantly than other groups. Differences in results from Institution A and Institution B suggest that factors affecting student perceptions of instructors, and the roles that gender and age bias may play in student evaluations, are complex and may be contextual.