Content Outline

Chapter 1: General Introduction

1.1 Theoretical framework

1.2 Context of the study

1.3 The need for the study

1.4 Research problem and research questions

1.5 Methodology

1.6 Relevance of the study

1.7 Outline of the dissertation

Chapter 2: The Need for an Improved Measure of Teaching Quality

2.1 Introduction

2.2 Method

2.3 ‘Effective teaching’ implied in student rating questionnaires

2.4 Student learning experience as a basis for evaluating effective teaching

2.5 The impact of conceptions on teaching evaluation
2.6 Conclusion

Chapter 3: Validating a Teaching Evaluation Questionnaire Using Multiple Measures

3.1 Introduction

   Learning gain expressed by actual or expected grades
   Learning gain perceived by students

3.2 Method

   Participants
   Materials
   Procedures
   Data Analysis

3.3 Results

3.4 Discussion and Implications

Chapter 4: Conceptions and Practices in Teaching and Learning: Implications for the Evaluation of Teaching Quality

4.1 Introduction

4.2 The impact of conceptions on the evaluation of teaching

4.3 Methodology
Participants 64

Materials 64

Procedures 65

Data Analysis 66

4.4 Results 66

The meaning of effective teaching 69

Giving and receiving feedback 70

Checking understanding 72

Students’ role during teaching and learning 72

4.5 Discussion and implications 73

Chapter 5: Students’ Learning Experience as Indicator of Teaching Quality 77

5.1 Introduction 78

5.2 Method 83

Participants 83

Materials 84

Procedures 84

Data Analysis 85
5.3 Results

Students’ evaluation of learner centered instruction 85

Instrument development methodology 87

Validity estimates 88

Dimensions under the SELTQ 90

Reliability estimates 92

5.4 Discussion and Implications 94

Chapter 6: Estimating the Validity of a Measure of Teaching Quality: Approaches to Studying and Course Grade as Criteria 101

6.1 Introduction 101

6.2 Estimating the validity of student rating questionnaires 103

Student ratings and course grades 104

Student ratings and approaches to studying 104

6.3 Method 106

Participants 106

Materials 106

Procedures 109

Data Analysis 109
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.4 Results</td>
<td>110</td>
</tr>
<tr>
<td>6.5 Discussion and implications</td>
<td>114</td>
</tr>
<tr>
<td>Chapter 7: Summary</td>
<td>117</td>
</tr>
<tr>
<td>7.1 Assumptions considered</td>
<td>119</td>
</tr>
<tr>
<td>7.2 Summary of the four empirical studies</td>
<td>121</td>
</tr>
<tr>
<td>7.3 General discussion and implications</td>
<td>126</td>
</tr>
<tr>
<td>7.4 Practical Implications</td>
<td>131</td>
</tr>
<tr>
<td>7.5 Research Implications</td>
<td>132</td>
</tr>
<tr>
<td>7.6 Limitations</td>
<td>133</td>
</tr>
<tr>
<td>7.7 Nederlandse Samenvatting (Summary in Dutch)</td>
<td>135</td>
</tr>
<tr>
<td>References</td>
<td>141</td>
</tr>
<tr>
<td>Appendices</td>
<td>153</td>
</tr>
<tr>
<td>Curriculum Vitae</td>
<td>161</td>
</tr>
</tbody>
</table>