

Course feedback questionnaire

(formerly Course evaluation)

Version 2, 30.09.2024

This document is subject to regular review. To make suggestions for improvement or to share feedback, please contact the University's Education Quality Office at ego@uni.lu.

Available on [University Intranet- Student feedback](#) (internal access) and on [ULwebpage – Student and graduate feedback](#).

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About this reference guide

The present reference guide describes the Course feedback questionnaire that the University of Luxembourg uses to collect student feedback on their courses. This document provides information on the management, conceptualization and design of the questionnaire, reporting, and includes answers to some frequently asked questions (FAQ) about this feedback instrument.

The guide is available in the documentary repository of the Vice-Rectorate for Academic Affairs (VRA) on the [University intranet – Student feedback](#) (internal access) and can alternatively be accessed on the [ULwebpage – Course feedback questionnaire](#).

To learn more about the University's approach to student feedback, please refer to the following documents also accessible on the intranet and on the [ULwebpage – Student and graduate feedback](#):

Student and graduate feedback. Framework and application. For an overview of the different dimensions, channels and formats used by the University of Luxembourg to gather feedback from current and former students.

Feedback at course level. Framework and application. For information on the framework, guiding principles, and instruments used by the University to collect feedback from students at the course level.

For further questions or suggestions, please contact the University's Education Quality Office at ego@uni.lu.

Overview

The Course feedback questionnaire (formerly Course evaluation) was first implemented at the University in the academic year 2009/2010. It was initiated by the Vice-rector for Academic Affairs and managed by a Cross-faculty course evaluation group. After its centralisation in 2012 and the switch to a commercial platform for data collection, the unified questionnaire was discontinued in 2013 due to concerns about confidentiality, data misuse, and security. Subsequently, alternative questionnaires were developed in parallel at the Faculty of Humanities, Education and Social Sciences (FHSE) and at the Faculty of Sciences, Technology and Medicine (FSTM).

In 2019, an Advisory board and a Steering group for Course feedback were created to collectively oversee and take decisions regarding student feedback on courses. Key decisions include:

- **Summer semester 2019-2020:** Adoption of a unified data collection platform (OASYS, version 2.0) for the three faculties, developed and supported by the Luxembourg Centre for Educational Testing (LUCET).
- **Winter semester 2021-2022:** Implementation of a new common questionnaire across the University, replacing the different versions previously used. This unified approach fosters a shared understanding of teaching and learning across bachelor and master study programmes at the University.

The primary purposes of the Course feedback questionnaire are:

- To contribute to the development and maintenance of high-quality learning experiences for all students.
- To provide an easily accessible, regular space for constructive feedback.
- To allow students to reflect on their learning progress, experiences and raise concerns when necessary.
- To give instructors the possibility to better understand what works well and needs improvement in their course(s).

Management and organisational issues

The organisation and management of the Course feedback questionnaire, including its framework and implementation, fall under the competence of the Steering group and the Advisory board for course feedback. Both groups are responsible for jointly deciding on measures to monitor the quality of teaching and learning at the University.

Composition:

- The **Steering group** is constituted by the University's Education Quality Office (EQO) and supported by the Luxembourg Centre for Educational Testing (LUCET) team and the faculty quality officers.
- The **Advisory board** includes representatives from the Vice-Rectorate for Academic Affairs (VRA) and the Dean's office of the three faculties.

Students are regularly informed and updated about the status of the questionnaire through the [Student Delegation and the Study programme representatives](#).

All Course feedback questionnaires are administered and collected through OASYS (version 2.0), an online assessment system developed by the Luxembourg Centre for Educational Testing (LUCET).

The platform has been primarily designed as an online assessment system and has been continuously enhanced and improved following a Human-Computer-Interaction (HCI) approach. It is browser neutral, mobile-friendly, and designed to maximize voluntary participation.

The Steering group also oversees the implementation and maintenance of the OASYS platform, which includes:

- Designing, developing, and maintaining the OASYS application and its database;
- Managing data quality, preparation, reporting and data analysis;
- Ensuring secure data storage, handling, and protection of user anonymity;
- Providing user support.

Feedback data collected through OASYS are pseudo-anonymised and stored securely on dedicated in-house LUCET servers. The OASYS platform operates independently from other University platforms and databases, ensuring no automatic link can be made between individual participants or instructors. This separation is central to maintaining confidentiality.

Conceptualisation and design

Responsibility for tasks related to Course feedback has now been transferred to the Steering group. Previously, this responsibility was handled by University-wide course feedback working group, which included representatives of academic staff from all three faculties, as well as bachelor and master students. The Steering group reports to the Advisory board and is in charge of the following:

- Developing the approach and design of the questionnaire.
- Further development of the questionnaire, including translation of items into the University's official languages (English, French, German).
- Conducting usability testing of the items through the University's [UserLab](#).

The questionnaire consists of twenty-four (24) questions, plus two (2) background questions about demographic information. Questions included in the questionnaire were chosen based on the following criteria:

- Instructors should be able to draw specific and immediate conclusions from the results.
- They only concern aspects that can be changed and directly influenced by the instructor.
- Students should only evaluate aspects of the courses that they have experienced and can therefore judge.

The list of items of the questionnaire are described below in Table 1. The questions are formulated in simple and easy to comprehend language. The questionnaire is offered in English, French and German (see Annex 1) on the [feedback platform](#).

Each item in the questionnaire is designed to assess a specific dimension, contributing to a comprehensive assessment of the course. The questionnaire encompasses eight (8) dimensions in total, drawing on elements from both previous versions of the questionnaire and the Students' Evaluations of Educational Quality (SEEQ) framework (Marsh, 1982), a well-established tool for gathering student feedback. The dimensions covered by the questionnaire are:

1. Learning
2. Organisation
3. Interaction
4. Individual rapport
5. Assignments
6. Feedback and assessment
7. Student and course characteristics
8. Overall (general ratings)

The questionnaire provides the following response options:

- 7-point Likert scale: Ranging from 1 (completely disagree) to 7 (completely agree), with 4 as the neutral option.
- N/A: Not applicable.
- Open-text answers: For additional comments or feedback.
- Other rating scales: Including ranges such as "very easy" to "very difficult," "too slow" to "too fast," and "very low" to "very high."

Table 1. Items for Course feedback questionnaire (English) (version 2021)

Dimensions	N°	Question	Response option
Control	Demographic	Please, enter your age.	Please, enter your age in numbers (open-text)
Control	Demographic	Please, identify your gender.	Male, Female, Prefer not to say, Other (open-text)
Learning	Q1	I have understood the content of this course.	7-point scale
Learning	Q2	I have learned something, which I consider valuable for my studies.	7-point scale
Learning	Q3	I have found this course intellectually stimulating.	7-point scale

Organisation	Q4	I was given enough information (course syllabus/ course programme) about what I would learn in this course.	7-point scale
Organisation	Q5	The teaching was aligned with the information provided on this course.	N/A + 7-point scale
Organisation	Q6	Course materials (e.g., readings, videos, slides) were well prepared.	7-point scale
Organisation	Q7	It was made clear to me how this course relates to my study programme.	7-point scale
Interaction	Q8	Participation in class (discussion, asking questions, expressing ideas, etc.) was encouraged.	7-point scale
Interaction	Q9	I felt at ease to ask whenever I had questions.	7-point scale
Interaction	Q10	I felt supported to express my own ideas.	7-point scale
Individual rapport	Q11	My instructor's availability to answer my questions, before and after class, has met my needs.	7-point scale
Assignments	Q12	Coursework outside of class (e.g., readings, assignments, homework) supported my learning in this course.	7-point scale + I did not have assignments in this course.
Feedback/assessment	Q13	Feedback from my instructor on my coursework was helpful.	N/A + 7-point scale
Student and course characteristics	Q14	What about language in this course? Please, share your experience.	(open-text)
Student and course characteristics	Q15	Course difficulty, relative to other courses this semester, was:	Very easy, Easy, Average, Difficult, Very Difficult
Student and course characteristics	Q16	Course pace, relative to other courses this semester, was:	Too slow, Slow, About right, Fast, Too fast
Student and course characteristics	Q17	The time you invested in this course, relative to other courses this semester, was:	Very light, Light, Average, Heavy, Very heavy
Student and course characteristics	Q18	Level of interest in the subject before this course was:	Very low, Low, Medium, High, Very high, N/A
Student and course characteristics	Q19	Level of interest in the subject after this course is:	Very low, Low, Medium, High, Very high, N/A
Student and course characteristics	Q20	How well do you expect to do in this course?	Please, insert a number between 0 and 20, keeping in mind that 10+ is passing
Student and course characteristics	Q21	How did you participate in this course? Did you participate in-person, online, or hybrid (a mix of both)?	In-person, Online, Hybrid (a mix of both)
Overall (general ratings)	Q22	Overall, the teaching was effective for my learning.	7-point scale
Overall (general ratings)	Q23	I would recommend this course to future students. Why?	7-point scale + Why? (open-text)
Open-text	Q24	Please use this field to share any additional comments or feedback about this course.	(open-text)

Reporting

All the information collected through the Course feedback questionnaire is governed by high standards of data protection, anonymity, and confidentiality.

The legal basis for processing all personal data collected from participation is stated in article 6.1 e) of the [EU Regulation 2016/679](#) (General Data Protection Regulation): "processing is necessary for the performance of a task carried out in the public interest or in the exercise of official authority vested in the controller". The public interest is represented by one of the missions of the University as stated in the modified [Law of the University of Luxembourg 27 June 2018](#) article 3(2) item 3: "*veiller à la qualité de l'enseignement supérieur et de la recherche et à mettre en place un système d'assurance de la qualité*".

The production of reports is the responsibility of the Steering group for Course feedback. These reports are intended as a source of information for the development of courses and the curriculum and are not to be used for performance assessment that could impact on staff remuneration and promotion.

Reports are available on the [reporting platform](#) to all teaching staff involved in the feedback process, study programme management, the Dean's office and the faculties' quality management staff the day after the last Examination board meeting of each study programme. Concerned individuals can access their report(s) directly using personal login credentials. Reports from the summer semester 2019 onwards are available on the [reporting platform](#), while reports from the summer semester of 2015 to the winter semester of 2018 can be obtained by contacting the Quality officer of your faculty.

Since summer semester 2021, results for all courses are reported. If the participation rate for a particular course is low, a disclaimer is included in the report to highlight this limitation and advise caution in interpretation.

Teaching staff are encouraged to share the key outcomes of the Course feedback in their preferred manner. Where appropriate, they should explain to students how courses have been updated based on the feedback received. In addition, students are encouraged to openly ask instructors about the results and discuss any changes or modifications. Open discussion promotes transparency and encourages students to take an active role in the feedback process.

The reporting platform also includes an option for instructors to provide students with direct access to the reports.

Course feedback reports are made available online the day after the last Examination board meeting of each study programme, according to the jury date(s) entered in ACME. No results are released until all exam grades have been submitted and approved by each programme's Examination board. Prior to the last jury date, the platform will display upcoming reports with expected release dates.

Table 2 below provides details on the levels of data aggregation, the categories of personnel with restricted access to the resulting data (recipients), and the types of reports generated.

Table 2. Reporting

Level	Recipient	Type of report
Course level	Teaching staff – In case of multiple teachers, all staff contributing to a given component of the course (CPE – <i>composante pédagogique</i> , e.g., lecture, seminar, tutorial, etc.) receive the same report.	Course report: it includes all feedback for the course by course component (CPE).
Programme level	Study Programme Director and Adjunct Programme Director (if applicable) and Faculty Quality Officers.	Programme report: it includes all feedback for all courses of the given study programme.
Track level	Track director (if applicable)	Track report: it includes all feedback for all courses of the given track (<i>filière</i>).
Faculty level	Deans, Vice-deans and Faculty Quality Officers	Faculty report: it provides summary information for all study programmes of the respective faculty. Specific information on courses, including open text comments from students, are excluded.
University level	Rector and Vice-rectors	Faculty reports (FDEF, FSTM, FHSE).

Frequently asked questions

This section describes some of the most recurrent questions about the Course feedback questionnaire. While some questions are more relevant for instructors and others for students, all of them cover important aspects about this feedback collection instrument.

Q1. When does the Course feedback questionnaire take place?

The Course feedback questionnaire is offered in both the winter and summer semesters on the [feedback platform](#). The questionnaire is accessible during the entire semester and remains open until the examination period.

Q2. How is information about the Course feedback questionnaire disseminated?

Information about participation is mainly disseminated to students and teaching staff via email and Moodle. A communication campaign is launched each semester to guide participants on how to access the questionnaire. Updates and reminders are shared through multiple channels on a recurring basis throughout the semester.

Q3. Who can participate?

By default, within a respective semester, all courses at bachelor and master level offered at the University of Luxembourg are invited to participate. All students enrolled in any bachelor or master programme can provide feedback on their courses.

To avoid repeat-/multiple-feedbacks from the same student about the same course, students enrolled as “exam-only” in a course, are not invited to participate in the Course feedback questionnaire.

Guest students (*auditeurs libres*) are allowed to participate in the Course feedback questionnaire as long as they have a university email account ([@student.uni.lu](#)).

Q4. Is student participation mandatory?

No. The University endorses the principle of voluntary feedback. Students’ participation in the Course feedback questionnaire is voluntary.

Q5. May students leave a question unanswered?

Yes. Just as participation is voluntary, responding to each and every question is also optional. Nevertheless, we appreciate and welcome all feedback.

Q6. When are Course feedback reports made available?

Reports are available on the [reporting platform](#) and accessible to the teaching staff involved in the feedback process, study programme management, the Dean’s office and the quality management staff the day after the last Examination board meeting of each study programme, based on the jury date(s) entered in ACME. No results are shared until all exam grades have been submitted and approved by each programme’s Examination board. Authorized individuals can access their report(s) directly using their personal login credentials.

If instructors log into the platform before the jury date, it will display a list of upcoming reports with their expected release dates. If no jury date has been entered in ACME, the release date is set for the day after the Examination Board deadline, as per the academic calendar.

The reporting platform also includes an option for instructors to provide students with direct access to the reports. If this option is enabled, students enrolled in the course will be able to view the results.

Q7. Do external teachers (*vacataires*) have access to the results?

Yes. External teaching staff (*vacataires*) have access to the reports just like other course instructors. The [reporting platform](#) can be accessed using university credentials.

Q8. Is it possible to leave the Course feedback questionnaire open for a longer period of time?

No. Unfortunately, for practical reasons, an extension of the Course feedback period is not possible. This would delay the publication of the results for the rest of the courses within the same programme.

Q9. Who to contact for questions or issues?

If you have any questions or encounter any problems, please refer to the appropriate contact:

- For any technical issues or support related to the online questionnaire/ platform, please send an email to course.feedback@uni.lu.
- For general questions or comments, please contact ego@uni.lu.

List of links

- Documentary repository of the Vice-Rectorate for Academic Affairs (VRA). University intranet (ULI): <https://uniluxembourg.sharepoint.com/sites/tr/SitePages/VRA-Documents.aspx>
- EU Regulation: <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32016R0679>
- Feedback platform: <https://feedback.uni.lu/login/>
- Law of 27 June 2018: <https://www.uni.lu/wp-content/uploads/sites/9/2023/11/Loi-du-27-juin-2018-modifiee-ayant-pour-objet-lorganisation-de-lUniversite-du-Luxembourg.pdf>
- Reporting platform: <https://feedback.uni.lu/cfReports/>
- Student Delegation and Study programme representatives: <https://www.uni.lu/en/education/student-representation/>
- The UserLab: <https://hci.uni.lu/lab-2/>

Annex 1. Course feedback questionnaire

Course feedback questionnaire – list of items in English, French and German.

N°	EN version (questions)	FR version (questions)	GE version (Fragen)
	Please, enter your age.	Veillez saisir votre âge.	Bitte, geben Sie Ihr Alter an.
	Please, identify your gender.	Vous êtes ?	Sind Sie?
Q1	I have understood the content of this course.	J'ai compris le contenu de ce cours.	Ich habe die Inhalte dieser Lehrveranstaltung verstanden.
Q2	I have learned something, which I consider valuable for my studies.	J'ai appris des choses que je considère comme utiles pour mes études.	Ich habe etwas gelernt, das mein Studium bereichert.
Q3	I have found this course intellectually stimulating.	J'ai trouvé ce cours stimulant intellectuellement.	Ich habe diese Lehrveranstaltung als intellektuell anregend empfunden.
Q4	I was given enough information (course syllabus/ course programme) about what I would learn in this course.	J'ai reçu suffisamment d'informations sur ce que j'allais apprendre dans ce cours (syllabus/programme/descriptif).	Ich wurde ausreichend über die Lernziele (Lehrplan/ Kursinhalte) dieser Lehrveranstaltung informiert.
Q5	The teaching was aligned with the information provided on this course.	Le contenu du cours était aligné avec les informations reçues.	Die unterrichteten Lehrinhalte stimmten mit den Informationen zur Veranstaltung überein.
Q6	Course materials (e.g., readings, videos, slides) were well prepared.	Les supports de cours (par exemple les lectures, vidéos, présentations) étaient bien préparés.	Die zur Verfügung gestellten Kursmaterialien (z. B. Literatur, Videos, Folien) waren gut vorbereitet.
Q7	It was made clear to me how this course relates to my study programme.	J'ai été clairement informé(e) du lien entre ce cours et ma formation.	Es wurde mir klar aufgezeigt, wie diese Lehrveranstaltung mit meinem Studiengang zusammenhängt.
Q8	Participation in class (discussion, asking questions, expressing ideas, etc.) was encouraged.	La participation en classe (discussion, questions, exprimer des idées, etc.) était encouragée.	Die aktive Teilnahme am Unterricht (Diskussion, Rückfragen stellen, Ideen ausdrücken) wurde gefördert.
Q9	I felt at ease to ask whenever I had questions.	Je me suis senti(e) à l'aise pour poser mes questions, quelles qu'elles soient.	Ich hatte das Gefühl, bei Bedarf jederzeit Fragen stellen zu können.
Q10	I felt supported to express my own ideas.	Je me suis senti(e) encouragé(e) à exprimer mes propres idées.	Ich wurde darin bestärkt meine eigenen Ideen zu äußern.
Q11	My instructor's availability to answer my questions, before and after class, has met my needs.	La disponibilité de mon enseignant(e) à fournir une réponse à mes questions, avant et après le cours, a répondu à mes besoins.	Meine Dozentin/mein Dozent war auch vor und nach dem Unterricht erreichbar, um meine Fragen zu beantworten.
Q12	Coursework outside of class (e.g., readings, assignments, homework) supported my learning in this course.	Les travaux à réaliser en dehors de la classe (par exemple, les lectures, devoirs et autres tâches) m'ont aidé dans mon apprentissage du cours.	Die Hausaufgaben zur Vor- und Nachbereitung der Sitzungen (inkl. Lektüre, Hausaufgaben, Ausarbeitungen, usw.) haben mir in dieser Lehrveranstaltung dabei geholfen, Lernfortschritte zu erzielen.
Q13	Feedback from my instructor on my coursework was helpful.	Le feedback de mon enseignant(e) sur mes travaux m'ont été utiles.	Das Feedback meiner Dozentin/meines Dozenten zu meiner Arbeit in dieser Lehrveranstaltung war hilfreich.
Q14	What about language in this course? Please, share your experience.	En ce qui concerne la langue dans ce cours, merci de partager votre expérience.	Wie war Ihre Erfahrung mit (der) Sprache in dieser Lehrveranstaltung?

Q15	Course difficulty, relative to other courses this semester, was:	Si je compare la difficulté de ce cours par rapport à d'autres cours de ce semestre, je dirais que ce cours était :	Der Schwierigkeitsgrad der Lehrveranstaltung war im Vergleich zu anderen Lehrveranstaltungen in diesem Semester:
Q16	Course pace, relative to other courses this semester, was:	Si je compare le rythme de ce cours par rapport à d'autres cours de ce semestre, je dirais que ce cours était :	Das Tempo der Lehrveranstaltung war im Vergleich zu anderen Lehrveranstaltungen in diesem Semester:
Q17	The time you invested in this course, relative to other courses this semester, was:	Si je compare le temps que j'ai consacré à ce cours par rapport à d'autres cours de ce semestre, je dirais que ce cours était :	Der Zeitaufwand für die Lehrveranstaltung war im Vergleich zu anderen Lehrveranstaltungen in diesem Semester:
Q18	Level of interest in the subject before this course was:	Avant ce cours, mon intérêt pour cette matière était :	Wie groß war Ihr Interesse an diesem Thema vor Beginn der Lehrveranstaltung?
Q19	Level of interest in the subject after this course is:	Après ce cours, mon intérêt pour cette matière est :	Wie groß ist Ihr Interesse an diesem Thema nach der Lehrveranstaltung?
Q20	How well do you expect to do in this course?	Quelle note pensez-vous obtenir à ce cours ?	Wie erwarten Sie in dieser Lehrveranstaltung abzuschneiden?
Q21	How did you participate in this course? Did you participate in-person, online, or hybrid (a mix of both)?	Comment avez-vous participé à ce cours ? En présentiel, à distance ou de manière combinée (un mélange des deux) ?	Wie haben Sie an dieser Lehrveranstaltung teilgenommen? Haben Sie ausschließlich vor Ort teilgenommen, ausschließlich online, oder sowohl vor Ort als auch online (hybrid)?
Q22	Overall, the teaching was effective for my learning.	Dans l'ensemble, l'enseignement a été efficace pour mon apprentissage.	Insgesamt war der Unterricht für mich zum Lernen effektiv.
Q23	I would recommend this course to future students. Why?	Je recommanderais ce cours aux futur(e)s étudiant(e)s. Pourquoi ?	Ich würde diese Lehrveranstaltung anderen Studierenden empfehlen. Warum?
Q24	Please use this field to share any additional comments or feedback about this course.	Merci d'utiliser ce champ pour faire part d'autres commentaires ou feedback sur ce cours.	Bitte benutzen Sie dieses Feld, um zusätzliche Kommentare oder Feedback zu dieser Lehrveranstaltung zu teilen

References

The following sources were consulted in the preparation of this reference guide. They can be used for complementary guidance on the topic of Course feedback. Many additional resources exist and the inclusion of the sources below makes no claim that they are preferable over others.

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