

CCI Recommends . . .

Five articles on student views of instructional practice

Allen, J., D. Fuller, and M. Lockett, *Academic integrity: Behaviors, rates, and attitudes of business students toward cheating*. Journal of Marketing Education, 1998. **20**(1): p. 41-52.

This study examines attitudes about cheating. Students were asked if they had cheated on a business course: 36% of students admitted cheating, 64% denied cheating. Students who were more likely to cheat agreed that it was ok to do whatever it takes to pass a class and that cheating reflects the real world. Cheaters believed that more cheating is going on and feel more peer pressure to cheat than non-cheaters. Almost nobody would report a fellow student whom they saw cheating.

Gallagher, T.J., *Embracing student evaluations of teaching: A case study*. Teaching Sociology, 2000. **28**(2): p. 140-147.

The author considers how his evaluations improved over three versions of his course. The evaluations break down by, teaching, personal interaction, and class management. The teaching division of the evaluation had the greatest impact on the global score.

Murray, H., *Low-inference classroom teaching behaviors and student ratings of college teaching effectiveness*. Journal of Educational Psychology, 1983. **75**(1): p. 138-149.

Student observers visited classrooms of instructors with different teaching evaluations and identified variations in instructor behavior. The common factor among outstanding teacher was found to be enthusiasm - behavior designed to elicit student attention and interest. Instructors who receive higher ratings do teach differently from those who receive lower scores. Ratings are NOT a result of charisma or other extraneous factors.

Gaultney, J.F. and A. Cann, *Grade expectations*. Teaching of Psychology, 2001. **28**(2): p. 84-87.

This report compares and contrasts how different groups of students' prefer to be assessed. Generally students wanted fun or easy tasks, multiple-choice exams, and grading on a curve with approximately 5 grading opportunities. Thirty-five percent of students reported that they had a mastery goal for the class (learning new information) while the remainder had a performance goal (good grade).

Pollio, H., R. and H.P. Beck, *When the tail wags the dog: Perceptions of learning and grade orientation in, and by, contemporary college students and faculty*. Journal of Higher Education, 2000. **71**(1): p. 84-103.

Learning oriented students regard college as an opportunity to acquire new information that is personally relevant and intrinsically rewarding. Grade oriented students see college as continual testing and have poor study habits, high test anxiety, and below average SAT scores and lower GPAs. Both students and professors say they want more learning orientation and less grade orientation yet both blame the other for the current situation.