The Relationship between Student Performance and Instructor Evaluations Revisited

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Abstract: Students in introductory psychology completed an end-of-semester evaluation containing specific and global questions concerning instructor performance and course evaluation. Students' actual and expected course grades were matched with evaluation outcomes. Global items referring to overall course and instructor were significantly correlated. Whereas the instructor evaluation is weakly (but significantly) correlated with actual grade (but not with expected grade), the course evaluation is not significantly correlated with actual grade (but is weakly yet significantly correlated with expected grade). The results are discussed in the context of the differential predictors for course and instructor evaluation.

A Low-Achiever's Learning Process in Mathematics: Shirley's Fraction Learning

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Abstract: Research in mathematics education offers a considerable body of evidence that both high and low-achievers can benefit from learning mathematics in meaningful contexts. This case study offers an in-depth analysis of the learning process of a low-achieving student in the context of Realistic Mathematics Education (RME). The focus is on the use of productive and counter-productive strategies in learning fractions. We found support for our idea that low-achievers do benefit from RME, but experience difficulties in the formalization process with regard to fractions. We seize upon the observed difficulties by discussing the implications of uniform standards in mathematics education.

Classroom Interaction Patterns, Teacher and Student Characteristics and Students' Learning Outcomes in Physics

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Abstract: The purpose of the study was to determine the patterns of interdependency among classroom interaction patterns, teacher and student variables and students' learning outcomes in physics, comprising their post-instructional attitude and achievement in "low" and "high" academic tasks. Seven instruments were used in collecting data from 516 Senior Secondary One (SSI) physics students (239 boys and 277 girls) and 15 physics teachers drawn from 15 selected secondary schools in Calabar Education Zone of Cross River State, Nigeria. The schools were constituted by the purposive sampling technique. The data generated with the instruments were analyzed using canonical analysis technique. The results indicate (1) that the sets of independent and dependent variables are strongly related in three independent ways (Rc = .98, .93 and .92), corresponding to three named canonical factors/variates, and (2) about 89% of the variance in students' learning outcomes is redundant to the variance of interaction pattern and teacher and student variables. The three identified factors respectively contributed 33%, 29% and 27% of the redundant or common variance of the two sets of variables.

Preferred Teacher-Student Interpersonal Behavior: Differences between Polish Primary and Higher Education Students' Perceptions

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Abstract: This study investigated differences between students' perceptions of their best teachers in primary and higher education in Poland. Teacher behavior was conceptualized in terms of the teacher-student interpersonal relationship and described in terms of eight behavioral sectors – leadership, helpful/friendly, understanding, student responsibility/ freedom, uncertain, dissatisfied, admonishing and strict – and two independent dimensions called Influence (teacher dominance vs. submission) and Proximity (teacher cooperation vs. opposition). Data were gathered from 199 higher education students, 173 students from a higher vocational institute and 26 students from one university, and 105 primary education students. Results indicate that while preferred teaching in Poland is perceived in a similar fashion as in other countries, differences can be found across the educational contexts of interest.