Department of Psychology, Faculty of Health Sciences

# Why Bother to Participate?

*What Influences Student Motivation to Participate in Student Evaluations of Teaching (SET)?*
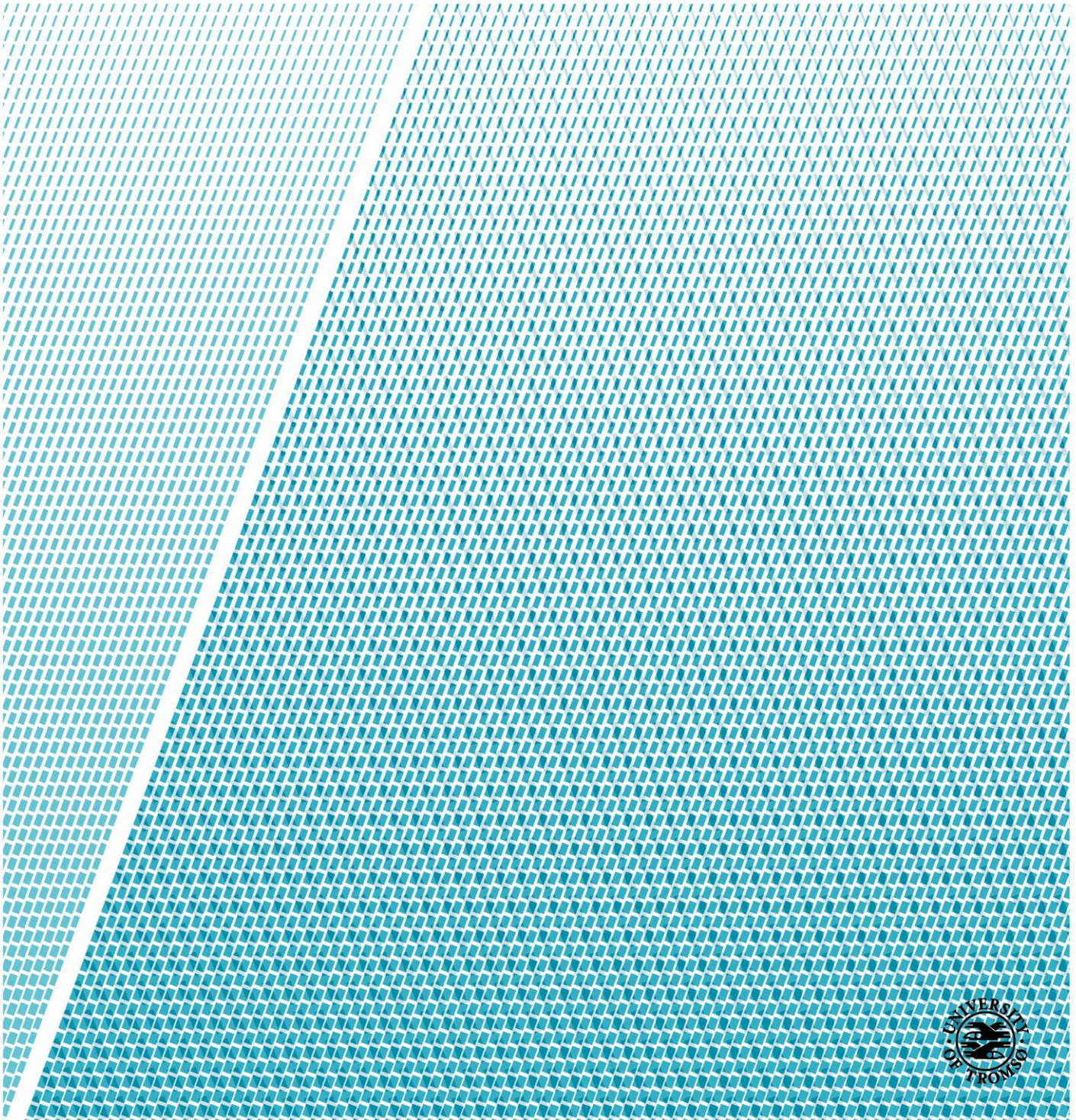
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Why Bother to Participate: What Influences Student Motivation to Participate in

Student Evaluations of Teaching (SET)?

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Abstract

When response rates on student evaluation of teaching (SET) are low, the results cannot be interpreted as reliable and therefore not be used as intended. The low response rates, followed by departments inability to properly interpret responses from the students who *do* participate is a big problem. Where does the motivation to participate break down, and where and how does it make sense for the university to invest efforts in rectifying that? In this study, we examined the motivation and tendencies to participate in SET on 641 students at UiT The Arctic University of Norway. Our investigation focused on: (a) how much time students are willing to spend on SET, (b) at which point in time some students decides to drop out, (c) the relationship between student motivation and participation, and (d) the factors that student themselves say influence their motivation to participate. We created a questionnaire, Tromsø Participation Motivation Scale (TPMS), based on previous research on SET participation, principles from Self-Determination Theory (Deci & Ryan, 1985), and student input from two focus groups. Results indicate that students who seldom or never participate in SET have an initial lack of motivation to participate at all, and the majority do not even open the evaluation before deciding to not complete it. They also report lower levels of willingness to participate, autonomy, competence, engagement in others' participation, meaningfulness, personal value, and value for others than those who always participate. Based on these findings, a research-based strategy is proposed to increase future SET response rates.

*Keywords*:  course evaluation, higher education, SDT, self-determination, teaching effectiveness

Sammendrag

Ved lav svarprosent på studentevaluering av undervisning (SET) kan vi ikke vite om resultatene er reliable, og det blir derfor vanskelig å bruke resultatene som planlagt. Den lave svarprosenten gjør det vanskelig å tolke responsene fra de få som faktisk svarer. Dette utgjør et stort problem. Når er det studenters motivasjon (eller mangel på det) ødelegger for deltakelse? Hvor og hvordan burde universitetet investere en innsats i å rette opp i dette? Denne studien har undersøkt studenters motivasjon og tendenser til å delta i SET. Vi fokuserte på: (a) hvor mye tid studenter er villige til å bruke på SET, (b) på hvilket tidspunkt noen studenter bestemmer seg for å ikke delta/fullføre evalueringen, (c) forholdet mellom studentmotivasjon og deltakelse, og (d) faktorer som studenter selv sier påvirker deres motivasjon til å delta. Basert på tidligere forskning om deltakelse i SET, prinsipper fra Self-Determination Theory (Deci & Ryan, 1985), og studenters input gitt til oss gjennom to fokusgrupper, så utviklet vi spørreskjemaet «Tromsø Participation Motivation Scale» (TPMS). Spørreskjemaet ble sendt ut til alle studentene ved UiT Norges arktiske universitet, hvor 641 studenter responderte. Resultatene indikerer at studenter som sjeldent eller aldri deltar i SET allerede fra start har en manglende motivasjon til å delta, og at flesteparten ikke en gang åpner evalueringsskjemaet før de bestemmer seg for å ikke gjennomføre den. De rapporterer også lavere nivå av villighet til å delta, autonomi, kompetanse, engasjement i andres deltakelse, meningsfullhet, personlig verdi og verdi for andre, enn de som alltid deltar. Basert på disse funnene er en forskningsbasert strategi foreslått for å øke fremtidig svarprosent i SET.

*Nøkkelord:* emne-evaluering, høyere utdanning, SDT, self-determination, undervisningskvalitet, deltakelse

## Preface

During the first semester on this masters program, we were introduced to areas of research in which there was interest and capacity to supervise MA student thesis work. Professor Frode Svartdal told us that they hoped to find someone who could investigate the use of student evaluations of teaching. This caught my interest instantly. When I started my master program, I had no clear idea of what I wanted to write about, but what I had, however, was a strong desire to contribute with something that could be used in practice. With this theme as a basis, I saw an opportunity to do just that. I had a short talk with Professor Frode Svartdal, and then he directed me to Professor Tove Irene Dahl, who gladly accepted to be my supervisor on this project.
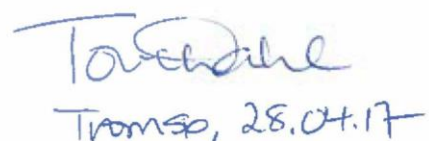
In collaboration with my supervisor, research question and approach was chosen. My study ended up consisting of three main parts; a focus group study, a questionnaire pilot study, and the main study. The literature searches were mainly done by me, but with some inputs from my supervisor. I have been responsible for all the practical work behind this master thesis. For the focus group study that involved recruiting and interviewing informants, transcribing the interviews, and developing and analysing the categories of responses. When creating the interview guide, I did the groundwork for creating questions. I then worked with my supervisor on the wording and ordering of the questions, along with considering suggestions for additional questions. For both the pilot and the main study, I recruited the students and collected the data, processed it in SPSS, and conducted the analyses. The Tromsø Partcipation Motivation Scale (TPMS) was then created in collaboration with my supervisor, who gave me several rounds of good feedback and suggestions before we ended up with a finished product.

The writing of my thesis was done by me, but with detailed feedback from the supervisor, all the way. Tove has helped with content, structure and language finesses to help highlight my points better. I am very grateful for the thorough feedback I have received.

It has been a challenging, but also a very educational and interesting process. I have had access to both the teachers' and students' perspective on student evaluations of teaching. I have mastered working independently, but still in close cooperation with my supervisor. I have worked hard from the very beginning to set and keep a productive project schedule, but things did sometimes take longer than planned. It is a great pleasure to finally be able to present this finished product.

However, nothing of this would have been possible without help and support from the people around me. First, I want to thank my supervisor, Tove Irene Dahl, for being so engaged, interested, helpful and supportive all the way. Also, a big "thank you" to Tove, Kelsey and George for translating my questionnaire. Then I want to thank all my wonderful fellow students. You have been incredibly important to me in this process, and because of you, these two years are filled with lovely memories to look back on. Finally, I want to thank my family and friends for help and support, and especially my boyfriend who's always there for me when I need some extra care and support.

Anniken Hoel, 28.04.17

Tromsø, 28.04.17

Due to an increased focus on educational quality, higher educational institutions have come to implement a wide range of evaluation practices (Alderman, Towers, & Bannah, 2012; Jung Peng, Thomas, Yang, & Li, 2006; Xu, 2012). Especially feedback obtained from students is popularly used in universities (Alderman et al., 2012; Cheng, 2011; Kozub, 2008; Xu, 2012). In general, students' evaluations of teaching (SET) are used as a way to gather information about teaching effectiveness, for both administrative decision-making and teaching improvement (Marsh, 1987, 2007; Richardson, 2005). More specifically the five main purposes for SET have been identified as: (1) diagnostic feedback for academics about the effectiveness of their teaching, (2) a measure of teaching effectiveness for administrative decisions, (3) information for students to use in the selection of units of study and teachers, (4) a component for use in quality assurance processes, and (5) data for use in research (Alderman et al., 2012; Bennett & Nair, 2010; Marsh, 2007). In addition, McKeachie (1979) argued that the student ratings can stimulate students to think about their education and responsibility for their own learning.

**The discussion of validity**

Despite the fact that SETs are the most popularly used tools for assessing the quality of teaching effectiveness (Heckert, Latier, Ringwald, & Silvey, 2006; Kite, Subedi, & Bryant-Lees, 2015) there are some issues related to this form of assessment (Catano & Harvey, 2011; Clayson, 2009; Shevlin, Banyard, Davies, & Griffiths, 2000). First, there is no clarity about what effective teaching really entails, and therefore what should be measured and how (Shevlin et al., 2000). Second, there is considerable disagreement regarding the validity of the student evaluations of teaching themselves (Clayson, 2009; Heckert et al., 2006; Shevlin et al., 2000).

**Teaching effectiveness.** One definition of teaching effectiveness is "the degree to which one has facilitated student achievement of educational goals" (McKeachie, 1979, p. 385). Different courses and teachers have different cognitive, motivational and affective goals for their students (McKeachie, 1979). For instance, creative thinking can be encouraged in artistic courses, while statistical courses may focus on helping students to think logically and critically.

McKeachie (1979) looked at different validity studies considering the relationship between student ratings, teaching effectiveness and student achievement. A significant positive relationship was found between mean student ratings and mean student achievement. This suggests that student ratings were valid in the sense that "teachers rated as effective by

students are generally those teachers whose students achieve most" (McKeachie, 1979, p. 385).

**Potentially confounding variables.** Despite the findings that SETs can be valid measures of some important aspects of teaching effectiveness, there are still a number of factors which might challenge the broader validity of data gathered from SETs (Marsh & Roche, 1997; McKeachie, 1979; Shevlin et al., 2000). Factors that have nothing to do with teaching effectiveness, such as student context and characteristics, the nature of the target course/class, and teacher context and characteristics may also influence the student ratings (Heckert et al., 2006; McKeachie, 1979). Considerable research has been done on these background characteristics, and yet the results are inconsistent (Ackerman, Gross, & Vigneron, 2009; Annan, Tratnack, Rubenstein, Metzler-Sawin, & Hulton, 2013; Heckert et al., 2006; Marsh & Roche, 1997). Nonetheless, many researchers contend that a well-constructed and validated SET instrument can serve as a useful indicator of teaching effectiveness and quality (Beran & Violato, 2005; Catano & Harvey, 2011; Chulkov & Van Alstine, 2012; Marsh, 1987, 2007; McKeachie, 1979; Richardson, 2005).

**Students view of SET**

Student evaluations are often used as the most influential, and sometimes the only, measure of teaching effectiveness (Chen & Hoshower, 2003; El Hassan, 2009; Kite et al., 2015; Kwan, 1999). To make use of such results, it is important that all students participate, take the evaluation seriously and give honest answers (Chen & Hoshower, 2003). There is, however, little research on students perception of the process of SET (Chen & Hoshower, 2003; Greimel-Fuhrmann & Geyer, 2003; Kite et al., 2015; Marlin, 1987) and their motivation to participate (Chen & Hoshower, 2003).

The few studies done on this particular topic have concluded that students often are positive about the use of SET (El Hassan, 2009; Kite et al., 2015), and that students believe their feedback is fair and accurate (Dwinell & Higbee, 1993; Marlin, 1987). Students also seem to be motivated to participate, as long as they believe their opinions matter, and that it matters in a way they value (Chen & Hoshower, 2003).

Chen and Hoshower (2003) found in their study that improving teaching or course content and format is the main motivation for students to participate. The use of SET in administrative decision-making, or to inform future students about the course is considered less important for students. Thus, they suggest that prior to administering SET it is important to inform students how the results will be used, and later to close the loop by showing the

students how their feedback really is put to use.

Unfortunately, students do not always believe that their feedback is valued. In a study done by Marlin (1987), 32% of the written comments indicated that students did not think the teachers would make any changes in response to their feedback and that the SET was a waste of time. El Hassan (2009) found in her study, that only half of the students believed that the faculty valued and made use of the input given. Almost 30% had no belief that this input was valued at all. Kite et al. (2015) found that only 43.4% of the students "reported that they often or very often used the open comments section, perhaps because only 43.3% of the respondents believed that their comments were often or very often read by professors" (p.312). This belief in that their feedback is not valued or used might be one of the reasons for another common problem related to SET, namely low response rates.

**Low response rates**

To make use of the results from SET it is important that the feedback given is representable for the majority of students from the particular class/subject. If only a small percent of the students participates, it is impossible to know whether the SET results represents a common view or if the feedback given represents the extremes. If the results from a SET with a low response rate is used to make inferences about the teaching, these conclusions might be inaccurate in form of sampling error (characteristics of the sample is statistically different from the characteristics of the entire population) and sampling bias (when characteristics of the sample is different of the population because of a skewed likelihood of who is choosing to participate) (Richardson, 2005).

It has been suggested that a minimal acceptable response rate is 60 % (Johnson & Owens, 2003; Palmer, 2012; Richardson, 2005), but there is no general agreement on this (Bennett & Nair, 2010; Palmer, 2012). Response rates in SET reported in the literature often vary between 30 % and 70 % (Al-Maamari, 2015; Bennett & Nair, 2010; Dommeyer, Baum, Hanna, & Chapman, 2004; Oliver & Sautter, 2005; Richardson, 2005). The problem of students choosing not to participate is especially prevalent for online-evaluation (Adams & Umbach, 2012; Al-Maamari, 2015; Dommeyer et al., 2004; Guder & Malliaris, 2010; Oliver & Sautter, 2005). At the university where the current study is conducted (UiT The Arctic University of Norway), there is reported response rates as low as 5.5 % (M. Kanck-Jørgensen, personal communication, April 27, 2017).

With today's low response rates on student evaluations, it is highly important to find what affects the students' decision about whether to participate or not. If students don't take

part or don't take the process seriously, then the validity of SET can be weakened (Adams & Umbach, 2012; Kite et al., 2015; Marlin, 1987), resulting in issues with being able to interpret results or draw any valid conclusions from them. Knowing why students choose not to participate, will improve our ability to deal with the problem (Adams & Umbach, 2012; Al-Maamari, 2015).

Al-Maamari (2015) investigated whether instructor gender or course type could predict the response rate, but found only extremely small effects. Adams and Umbachs' (2012) results suggest that ungraded courses, low grades (Ds and Fs), and survey fatigue may contribute to lower response rates, while Oliver and Sautter (2005) found that the feeling of anonymity is of significance.

Some researchers claim, however, that it is absolutely possible to get high response rates in SET, even for online-evaluations (Bennett & Nair, 2010; Dommeyer et al., 2004). Several studies have reported high response rates, and that a common denominator was the use of one or more reminder messages (Dommeyer et al., 2004). Bennett and Nair (2010) shows us how a web-based student evaluation accomplishes a response rate of 83.2 % by using a well-developed communication strategy. The main essence of this strategy was (1) to make students and teachers aware of the upcoming evaluation and the importance of it, (2) frequent use of reminders, and (3) to include the students further in the process by thanking them for participating and give them information about what will be done further. The last phase is important for participation in subsequent evaluations.

Looking at all these factors which might influence the decision for whether to participate in SET or not, the construct of motivation comes to mind. Perhaps low response rates indicate that many students have low degrees of motivation for participating in SET. Richardson (2005) points out that "To achieve high response rates, it is clearly necessary to ensure the cooperation and motivation of the relevant population of students" (p.407). Figuring out how motivated students are and what kind of motivation they need might be crucial information for those who creates and distributes SET. Aside from Chen and Hoshowers' study (2003), mentioned earlier, there is little research on what motivates students to participate in student evaluations of teaching.

**Intrinsic and extrinsic motivation**

One way to investigate student motivation is by focusing on the amount of students intrinsic (internal) motivation and extrinsic (external) motivation for the task. Intrinsic motivation, as defined by Ryan and Deci, refers to "doing an activity for the inherent

satisfaction of the activity itself" (2000b, p. 71). It is an "inherent tendency to seek out novelty and challenges, to extend and exercise one's capacities, to explore, and to learn" (Ryan & Deci, 2000b, p. 70). In contrast, extrinsic motivation refers to "the performance of an activity in order to attain some separable outcome" (Ryan & Deci, 2000b, p. 71). This action can for instance be due to external pressure, avoiding punishments or to get an external reward.

Vallerand and Bissonnette (1992) state that research investigating intrinsic and extrinsic motivation has revealed that intrinsic motivation has more positive consequences in terms of affect and performance. The chances of a student choosing to participate increases when motivation is internal rather than just external. It is possible that lack of internal motivation among students are a problem. If they don't enjoy the activity of evaluating their teaching, how can we make them participate without forcing them? Self-determination theory might be useful for helping us explore this.

**Self-determination theory**

The Self-determination theory (SDT) by Deci and Ryan (1985) is an approach to human motivation and personality (Ryan & Deci, 2000b). Instead of just focusing on the basic distinction between intrinsic and extrinsic motivation, the authors "distinguish between different types of motivation based on the different reasons or goals that give rise to an action" (Ryan & Deci, 2000a, p. 55). More specifically, they focus on whether our motivation at any given time is more autonomous (self-determined) or controlled (Deci & Ryan, 1985, 2012; Ryan & Deci, 2000a).

**Six types of motivation.** In Self-determination theory, Ryan and Deci differ between six types of motivations: amotivation, external regulation, introjected regulation, identified regulation, integrated regulation and intrinsic motivation (Deci & Ryan, 1985; Ryan & Deci, 2000a, 2000b). All these types of motivation represent different degrees of internalization of values and goals (Ryan & Deci, 2000b; Thøgersen-Ntoumani & Ntoumanis, 2006). I will describe each based on the following four articles (Gonzalez, Paoloni, Donolo, & Rinaudo, 2012; Martin-Albo, Gonzalez-Cutre, & Nunez, 2014; Ryan & Deci, 2000a, 2000b).

*Amotivation* represent the absence of motivation and the lack of intention to act. In the opposite end, there is *intrinsic motivation* that is, as already mentioned, doing an activity for the pleasure it provides. This is a highly autonomous form of motivation, and is considered the prototype of self-determination. The last four types of motivations are all different kinds of extrinsic motivation. *External regulation* is the least autonomous form of extrinsic

motivation. It reflects behavior performed to obtain an external reward or to avoid punishment. *Introjected regulation* refers to behavior performed to avoid feelings of guilt and anxiety or to achieve self-approval. Although introjected behavior is internally driven, the motives for acting is still externally motivated (feeling pressure to act), and the behavior is not experienced as a fully part of the self. *Identified regulation* is a more autonomous form of extrinsic motivation. This form of motivation occurs when a behavior is carried out while acknowledging and accepting the personal value of the act, even though it might be unpleasant or distasteful. *Integrated regulation* is the most autonomous form of extrinsic motivation. This is when the goal of an action is identified with the self of the person. This means that the goal matches the person's own values, thoughts, and personality. The difference between integrated regulation and intrinsic motivation (the most autonomous form of motivation) is that integrated regulation is still considered extrinsic because the behavior is carried out to attain a functional goal, rather than for the enjoyment of the activity itself.

**Autonomous vs. controlled motivation.** The more self-determined forms of motivation (intrinsic motivation, integrated regulation and identified regulation) are associated with more positive outcomes, than the controlled forms (external- and introjected regulation) (Deci & Ryan, 2012; Martin-Albo et al., 2014; Ryan & Deci, 2000a, 2000b; Sicilia, Saenz-Alvarez, Gonzalez-Cutre, & Ferriz, 2015; Vallerand & Bissonnette, 1992). Behavioural persistence (Miserandino, 1996; Vallerand & Bissonnette, 1992), better performance (Miserandino, 1996), greater psychological well-being (Sheldon & Kasser, 1995) and greater engagement are examples on what we can expect if the motivation is more self-determined than controlled (Ryan & Deci, 2000a, 2000b). Can we change a person's non-autonomous form of motivation to a more self-determined form of motivation? The answer is yes.

**The basic psychological needs.** According to SDT there are three basic psychological needs which are important for personal growth, social functioning, and well-being: *competence*, *autonomy* and *relatedness*. While competence is a person's basic capability to carry out a behaviour (Rodgers, Markland, Selzler, Murray, & Wilson, 2014), autonomy refers to when a person's actions are determined by the self rather than by external forces (Turban, Tan, Brown, & Sheldon, 2007). Relatedness refers to a sense of belongingness and connectedness to persons, groups or cultures (Ryan & Deci, 2000a). Satisfying these inherent psychological needs leads to more self-determined forms of motivation, while thwarting these needs results in the opposite (Deci & Ryan, 2012; Martin-Albo et al., 2014; Ryan & Deci, 2000b; Sicilia et al., 2015).

By supporting the basic needs of autonomy, competence, and relatedness, we should be able to help students move towards more commitment, effort and high-quality performance (Ryan & Deci, 2000b). In other words, we must make sure that students basic needs are supported by the environment that surrounds them when they get the offer to evaluate teaching. If the context is supportive of their basic needs, then it may increase their chance of choosing to participate and complete the SET.

**The research question of this study**

The aim of this study is to find information that can be useful for improving student evaluations of teaching, the way they are distributed or other contextual aspects of SET that may contribute to increased student participation. This research will therefore investigate: (a) how much time students are willing to spend on SET, (b) at which point of time some students decide to not participate or complete the SET, (c) the relationship between students' motivation and their participation, and finally (d) students self-reported factors that influence their motivation for participating. All these questions will be investigated while comparing the differences between those who usually completes the SET and those who do not.

More specifically we have seven hypotheses. First, students are not willing to spend more than 10 minutes at completing a SET. Second, when deciding not to complete a SET, students usually make this decision before they even have started to evaluate, independent of how often they usually participate. Third, students who always participate in SET feel to a greater extent than those who seldom or never participate, that their basic psychological needs of competence, autonomy and relatedness are satisfied. Fourth, those who always participate score lower on *Extrinsic motivation – rewards* than those who seldom/never participate. Fifth, students who often participate in SET score higher on *Engaged in others' participation*, *Meaningfulness*, *Personal value*, *Value for others* and *Willingness to participate*, than those who seldom participate. Sixth, extrinsic motivation, like getting a reward for participating, is the main motivation for participating in SET for those who seldom or never choose to participate. And finally, all students, both those who often participate in SET and those who do not, will report that *not knowing how the results are used* and *not believing that their feedback is valued*, will demotivate them from participating.

## Method

To examine our hypotheses, we had to develop a questionnaire that measures various factors on students' motivation to participate in SET, in addition to their self-reported

tendencies to participate. It was therefore desirable to get a picture of the students' views on the SET and their thoughts concerning this. To complement questions that we already wanted to include based on existing research, two focus groups were performed to get input and ideas for any other questions that could be relevant to ask. The input and discussions from the focus groups were used as an inspiration in the development of the new questionnaire.

## Focus groups

A focus group is a carefully planned group discussion designed to let people with some common characteristics share their thoughts and experiences about an issue (Kitzinger, 2005). Following comes the method and results for this focus group study.

### Participants

According to Kitzinger (2005) an ideal size for a focus group is between four and eight persons. Nine students were recruited through social media and orally at the university campus. The students were divided into two groups based on which day they had time to participate. The first focus group ($n = 5$) consisted of 3 men and 2 women. These students represented three different disciplines (automation, medicine and psychology). In the second focus group ($n = 4$) there were 3 women and 1 man. This student group represented four different disciplines (social work, fisheries and aquaculture science, pharmacy and psychology).

Of all nine participants 56 % were females ($n = 5$) and 44 % males ($n = 4$). The age of all nine participants ranged from 19-27 years. Four of the students that participated in the focus groups had studied less than two years in higher education, and one of these was on his first semester, but had still got and taken the opportunity to evaluate a course. All participants received a lottery ticket worth 25 NOK for their participation and a chance to win a bigger prize (gift card for the local cinema).

### Measure

The two focus groups were conducted in the end of October 2016. A semi-structured interview guide was created with the goal to elicit information about student's thoughts and beliefs about SET and the decision of whether to participate or not. The main questions asked were: (a) How useful do you think the student evaluation of teaching is to improve the quality of teaching?, (b) What information do you get about how the results are used?, (c) What can increase the chance that students will participate in student evaluation of teaching?, (d) What can ruin your motivation for participating in student evaluations?, (e) What is the main

difference of online evaluation forms and those filled out with pen and paper?, and (f) What relevance ought learning objectives have for the evaluation? Students responded either individually or in discussion as a group. Questions such as "Could you explain it further?" and "Can you give an example" were prompted when the answers given were unclear or if the meaning was not immediately apparent (see Appendix A for the entire interview guide [Norwegian version]).

**Procedure**

Both focus groups were conducted at the university in a conference room. The students were provided with information about the study, and told that they could at any time withdraw. They had to read and sign a "acceptance and confirmation of participation" document. When all students in the room had signed the document, the two recorders where turned on and the interview started. The focus groups lasted about one hour each. After the session, the students were encouraged to ask question. Soon as the sessions were transcribed, the recordings were deleted (within a week).

The first transcript was finished before the second focus group was carried out. When both transcripts were finished, an analysis of all the data was conducted, looking at the transcripts from both sessions as one data set. A summary of the students' contributions was made in the form of themes, or categories of descriptions. This summary informed the development of the questionnaire for my second round of data collection.

**Choice of methodology**

When doing focus groups (or other qualitative research) it is important to adapt an appropriate methodology. The purpose of conducting these particular focus groups was to get a picture of how students experience student evaluations of teaching and the decision-process behind participating or not. To elicit and describe the qualitatively different ways in which students experience SET, a phenomenographic research approach was used. According to Tesch (1990), phenomenography is a methodology that focuses on recognising patterns in conceptualisations. It is a methodology that tries to capture the similarities and differences in how a group experience a phenomenon (Barnard, McCosker, & Gerber, 1999; Marton, 1981).

Before deciding the use of phenomenography as our research methodology, some other approaches were also considered. One example is the grounded theory methodology, which also aims to reveal and group elements into categories (Tesch, 1990). However, since our main purpose with the focus groups was to understand and describe the way students think about SET, not on formulating a theory, the methodology of phenomenography was

preferred.

Another methodology considered was the phenomenology approach. There is some overlap between phenomenography and phenomenology as research approaches, and some consider phenomenography as an off-spring of phenomenology (Barnard et al., 1999; Cibangu & Hepworth, 2016; Marton, 1981) . Both approaches are intended for identifying qualitatively different ways that people experience the world (Barnard et al., 1999; Cibangu & Hepworth, 2016; Tesch, 1990). An important difference between these two approaches, however, is the phenomenological emphasis on the individual experience versus the phenomenographic emphasis on collective meaning (Barnard et al., 1999). For this research, the focus is not on the individual, but rather the bigger picture; looking for all the various ways SET is experienced by the students. Another important difference forming our choice to use phenomenography is the distinction between a first-order and a second-order perspective. Phenomenology is mainly a first-order research approach, which means that it aims to describe the world as it is (Barnard et al., 1999; Marton, 1981). In phenomenography, and also in this research, we are more interested in how the world is experienced and understood by people, which represent a second-order perspective.

To uncover variations in the qualitatively different ways students experience the purpose, meaning and practice of SET, we therefore used a phenomenographic research approach. The intention was to discover themes that could be implemented in the questionnaire being developed. These themes will be presented with an outcome space, which according to Barnard et al. (1999) is a diagrammatic representation of the categories of description and their logical relationships.

**Analysis**

The recordings from the focus groups were transcribed in full, reproduced as accurately as possible. To get familiar with the data, both transcripts were read many times. NVivo 11 (QSR, 2015), a computer-assisted software program for qualitative data analysis, was used to code and organise the data. The transcripts were searched for similarities and differences in ways of experiencing SET. This was done by marking words, sentences and extracts which seemed relevant for students experience of SET. Each of the marked segment was labelled with one or more keywords. Then, all the highlighted parts of the transcripts were grouped into categories. The process of grouping segments in categories included a procedure of continual sorting and resorting of data. Finally, 12 themes were unfolded. Table 1 summarizes the categories that each represent a different way of experiencing SET

(examples of quotations [written in Norwegian] from the focus group interviews can be found in Appendix B).

Table 1

*Categories of descriptions which explain different ways of experiencing SET*

| Category label | Description: Set is experienced as… |
| --- | --- |
| A chore | a chore or something that is not prioritized. |
| Changing education | an opportunity to change education. |
| During class | something that should be done during class. |
| Students' forgetting | something that could easily go into oblivion. |
| Getting a reward | an opportunity to get a prize / reward. |
| Getting feedback | a task one should get feedback on. |
| Giving feedback | a way to give one's opinion and feedback. |
| Helping others | a way to help others. |
| Little faith | a procedure that does not lead to anything or that one has little faith in. |
| Misleading | a potentially misleading measure of teaching quality. |
| No personal gain | something you do not benefit from yourself. |
| Simple and fast | something that should be simple and take short time to conduct. |

The last part of analysing the focus group data involved assessing the logical relationship among the categories. It is important to remember that these categories are not created to classify individuals (Marton, 1981), but to give a picture of the variation in how students experience SET and the decision-process of whether to participate or not. The results are illustrated in Figure 1.

Figure 1

*An outcome space, showing the relation between the categories of description*
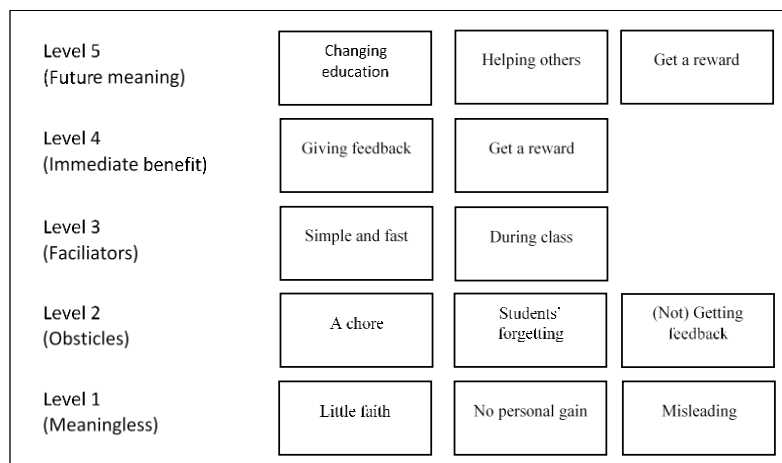
Collectively, the categories of description represent the phenomenon of SET and the connected process of decision-making as it is experienced by the students from our focus groups. This outcome space presents the categories at five different levels, each representing a diverse level of meaning in the context of participation. Although hierarchical in structure, the outcome space is not a representation of increasing levels of participation.

**Level one: Meaningless.** The first level represents different ways of experiencing SET which all have in common the feeling of SET being meaningless. When students do not believe that SET will lead somewhere, or that the results seen from SET is not to be trusted, there seems to be little reason for participating. Also, if the student has nothing to gain him- or herself, it might be less tempting to participate in the evaluation.

**Level two: Obstacles.** The second level of the outcome space represents experiences of SET which are considered meaning-neutral, but which might function as obstacles in the decision of whether to participate or not. The experience of SET might be positive or it can be negative, the category of definition does not say anything about this. What is seen, however, is that if SET is experienced as a chore it reduces the likelihood of choosing to participate. This also applies for the *Getting feedback* category. If students think they will get feedback about the evaluation results, then it will not be a threat for the decision-process, however, if this is not the case, then it might reduce the likelihood of participating. The category of *Students' forgetting* is also placed at this level. Of course, even if SET is perceived as something that could be easily forgotten, it does not mean that this is what actually happens. It is however more appropriate to sort *Students' forgetting* in the level of obstacle than in the facilitation level because of the leaning towards not participating.

**Level three: Facilitation.** At this level, there are two categories which, if satisfied, may increase the chance that students participate in the evaluation. While the obstacle level concerns a lot of feelings and thought, this level is more about concrete factors which either are satisfied or not. This level represents the experience of SET as something that should be simple, fast and/or which should be conducted in class. If this is the case, it might increase the likelihood of student participation.

**Level four: Immediate benefit.** The fourth level consists of two categories of descriptions: *Giving feedback* and *Getting a reward*. These are both related to the idea of immediate benefit, either in form of giving feedback, or in getting a reward after completing

the SET. The benefits and the increase of chances for participating are, however, also related to whether the students actually have something to say or want the chosen reward.

**Level five: Future meaning.** The last level represents the experience of SET as an action leading to something meaningful in the future. Whether the idea is *Helping others* or *Changing education*, these positive thoughts increases the likelihood of participation whenever a student appreciates the opportunity to help others or influence their educational program.

It is perfectly possible to have several of these different SET-related experiences, combined across different levels at the same time. This means that even if a person believes that SET is a perfectly opportunity to change education, it might feel as a chore, and the person decides not to participate.

It is also important to remember that the categories of description and the explained similarities and differences between them in the context of participating are not an empirical truth, but the experiences of this particular group of students. Therefore, it is also possible that some students experience none of these.

The information gathered was not intended for theory-building, but as input for what should be included in the questionnaire. The results ensured that the questions asked in our main study were both theoretically sound and with some face validity that might go beyond that.

## Pilot study

A questionnaire was developed to measure students' motivation for participating in SET. Results from the conducted focus group, own experiences, and previous research was considered when creating the questionnaire items. Also, to see whether students had the foundation of self-determined motivation, Deci and Ryan's Self-determination theory (1985) was emphasized in the making of the questionnaire. A pilot test was conducted to investigate the questionnaire quality and to reduce the number of items. Following comes the method and results for the pilot study.

### Participants

The data were gathered from a sample of 86 students on a midsized Norwegian university ($n = 83$). Three of the students did not complete the questionnaire, and were therefore removed from the dataset. Of the remaining 83 students 65,1 % were females ($n = 54$) and 34,9 % males ($n = 29$). The age of the respondents ranged from 19-54 years ($M$

=23.36, $SD = 5.15$). Approximately 24 % of the respondents ($n = 20$) were at their first year in higher education, and several of these respondents had never participated, or even got the chance to participate in student evaluation of teaching.

The students participating represented 25 different study-programs from five different faculties ("Health Sciences", "Biosciences, Fisheries and Economics", "Humanities, Social Sciences and Education", "Science and Technology", and "Law").

**Measure**

A questionnaire was designed to reveal student views about student evaluation of teaching (SET). More specifically, the intention was to determine if students usually complete the questionnaires, if not; where it stops up for them, and why. Items were made on the basis of an existing motivation theory (see Ryan & Deci, 2000b) and the focus groups. To ensure that all items were understood correctly, the items were tested on one student before the actual pilot. Some misunderstandings were detected and some items revised.

In the beginning of the survey, we asked for background information: sex, age, university, number of semesters studied, and current field of study. Measures of participation and discontinuation in SET were created asking: (1) "Of all the courses you have had so far in your higher education studies, how many possible course evaluations have you participated in? Choose the alternative that fits best", and (2) "Those times I may choose to not complete a student course evaluation, the process often stops (…)". The last question was followed by an array of options (see Appendix C for the entire pilot questionnaire [Norwegian version]).

The other categories that were created was: *Willingness to participate*, *Meaningfulness*, *Personal value*, *Value for others*, *Intrinsic motivation*, *Autonomy*, *Competence*, *Relatedness*, *Extrinsic motivation – Need to have a goal*, *Extrinsic motivation – Punishment*, and *Extrinsic motivation – Rewards*. In addition, a *Generally* category was included for questions relevant for our study, but which did not fit any of the other categories. See Appendix C for example items. All of the questions asked in these categories were formed as statements which students had to answer to how much they agreed with the claim (1= totally disagree, 5= totally agree, and 0= I don't know).

Three open-ended question were then asked: (1) "How many minutes are you willing to use on a course evaluation?", (2) "What increases your motivation to fill out course evaluations?", and (3) "What can decrease your motivation to fill out course evaluations?". At the very end, the students were given the opportunity to comment on items or the topic of study.

**Procedure**

In the beginning of December 2016, students at different cafeterias and libraries at UiT The Arctic University of Norway were asked directly if they would like to answer this questionnaire. Sweets were offered as an incentive if they agreed to participate, and then they were handed the questionnaire. The questionnaires were then collected 10-15 minutes later.

All data were entered in the statistics program SPSS 24. If students had given more than one answer to a question, then the answer in the most extreme direction of the wording of the question asked was plotted. So, for positively charged items, the alternative that was farthest to the left (1= totally disagree) was plotted in the data set, and the opposite for negatively charged items. For question 40 "How many minutes are you willing to use on a course evaluation?" some student answered with a range of minutes (e.g. 10-15) rather than a single number. For these cases, the lowest given number was registered. If people had answered more than an hour or with word indicating "as long as it takes" these answers was all coded as 60. Question 6, 19, 20, 21, 29, 30, 31, 37 and 58 were reverse-scored in the dataset.

**Analysis**

All statistical procedures were performed in IBM SPSS Statistics 24. A combination of principal component analysis and reliability analyses allowed for a quantitative test of how well the questionnaire captured the constructs from self-determination theory, among other motivation constructs. The viability of the subscale items was tested with a principal components analysis using the Varimax rotation, followed by the reliability analysis using Cronbach's Alpha.

For example, we started with five items that are assumed to be indicators of a construct called *Willingness to participate*. The principal component analysis indicated which of these items that mathematically grouped together. In contrast to confirmatory factor analysis, the principal component analysis will also reveal any other underlying constructs that diverge from the original categories.

When the new constructs were formed, a reliability analysis was used to check the internal consistency of these new scales. If removing a specific item from a scale entailed a higher value of Cronbach`s alpha, then, for each different case, the theoretical value of the item had to be weighed up against the alpha-increase to decide if the item would be kept or not.

**Results – Pilot study**

      **Principal components analysis.** Principal components analysis (PCA) was used to test whether the questionnaire could be shortened to include fewer items, and to see if the items included in the pilot actually measures the constructs of interest.

      First, a Pearson's correlation analysis was conducted to see if some of the items were highly correlated. Item 44 and 45 correlated above .9, but since the data was not normally distributed, a bootstrap analysis was conducted. The bootstrap result does not assume a normally distributed data, and could therefore tell us if there was a statistically significant effect. The bootstrap analysis confirmed that item 44 and 45 were highly correlated. Both items were considered less important than others, and thereby removed from the dataset before further analysis was conducted.

      Then the principal components analysis was conducted using the Varimax rotation with Kaiser Normalization. The Kaiser-Meyer-Olkin measure (KMO) of sampling adequacy was .295, a value way below the recommended value of .6, while the Bartlett's test of sphericity $X^2$ (1653) = 2964, $p < .001$ was significant and showed that there were patterned relationships among the items. Because of limited time of data collection, the sample size ($N$ = 83) was not ideal for a principal components analysis, hence the low KMO-value. We think that increasing the sample would likely have strengthen the results already seen, not change them. We therefore chose to use the principal component analysis. The results from the PCA is shown in Table 2.

Table 2

*Factor Loadings for Principal Component Analysis With Varimax Rotation, Using a Significant Factor Criterion of .4*

| Items | Factor 1 | Factor 2 | Factor 3 | Factor 4 | Factor 5 | Factor 6 | Factor 7 |
|---|---|---|---|---|---|---|---|
| 47_VO | .87 | | | | | | |
| 49_VO | .77 | | | | | | |
| 48_VO | .74 | | | | | | |
| 46_VO | .69 | | | | | | |
| 50_GE | .54 | | | | | | |
| 39_ME | .51 | | | .50 | | | |
| 35_ME | .48 | | | | | | |
| 2_WI | | .81 | | | | | |
| 3_WI | | .80 | | | | | |
| 1_WI | | .79 | | | | | |
| 14_EMG | | .63 | | | | | |
| 13_EMG | | .42 | | | | | |
| 16_EMR | | | .90 | | | | |
| 15_EMR | | | .87 | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 17_EMR | .81 | | | | | |
| 18_EMR | .68 | | | | | |
| 29R_AU | -.63 | | | | | |
| 37R_ME | | .83 | | | | |
| 38_ME | | .74 | | | | |
| 40_PV | | .66 | | | | |
| 23_COM | | | .80 | | | |
| 22_COM | | | .70 | | | |
| 24_COM | | | .63 | | | |
| 7_IM | | | .51 | | | |
| 33_RE | | | | .87 | | |
| 32_RE | | | | .86 | | |
| 34_RE | | | | .70 | | |
| 41_PV | | | | | .83 | |
| 42_PV | | | | | .69 | |
| 8_IM | | | | | .44 | |

*Note.* Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization. Rotation converged in 17 iterations. AU = Autonomy; COM = Competence; EMG = Extrinsic motivation – Need to have a goal; EMR = Extrinsic motivation – Rewards; GE = Generally; IM = Intrinsic motivation; ME = Meaningfulness; PV = Personal value; RE = Relatedness; VO = Value to others; WI = Willingness to participate.

The scree plot from the analysis did not give a clear vision for the final appropriate number of component to include, but examining the findings from the scree plot and the rotated component matrix we settled on a 7 factor-solution. I was looking for a factor loading of .6 or greater, preferable above .75. All coefficients with an absolute value below .4 were supressed in the component matrix. The seven factor solution, which explained 39.4% of the variance, was preferred because of the 'leveling off' of eigen values on the scree plot after eight factors, and because of the difficulty of interpreting the eighth and subsequent factors.

All of the seven factors corresponded with the same or slightly modified variants of the sets of items in the originally designed subscales.

**The original categories.** The seven factors of the table above were used as a starting point when the new scales were made. In addition to these seven factors, there were also added two more, retrieved from the original categories; *Extrinsic motivation – Need to have a goal* and *Autonomy*. These factors did not get support from the PCA, but are considered as important aspects of the motivation theory which the questionnaire is based on, and therefore chosen nonetheless to be included in the main-study. All items from the original category of *Extrinsic motivation – Need to have a goal* were used, but for the category of *Autonomy*, only the items representing the extremes (Item 25, 26, 29R, 30R and 31R) were used.

The category of *Extrinsic motivation – Punishment* did not get any support from the PCA. This might be because it is not relevant for this study. As far as we know, students in

Norway cannot be punished for not participating in student evaluations of teaching. This might lead to unreliable answers from students. The items from this variable were therefore removed from the final set of subscales because of their irrelevance and lack of mathematical support.

The items from the category *Intrinsic motivation* were nor captured as a separate scale in the PCA. The category of Intrinsic motivation was therefore not used further. Instead the scale of *Personal value* seemed to reflect parts of the student self-determined motivation that we sought to capture with the original intrinsic motivation items.

**Reliability analysis.** The reliability of new subscales and items were tested using Cronbach's alpha. Different varieties of the scales were tested (see Table 3), with the goal to reduce the total number of items, yet capturing the relevant constructs of *Willingness to participate, Meaningfulness, Personal value, Value for others, Autonomy, Competence, Relatedness, Extrinsic motivation – Need to have a goal,* and *Extrinsic motivation – Rewards* from our theoretical framework. The scale-variant that best captured the theoretically framework, a proper number of items, and an acceptable high alpha-value, were used in further analysis.

Table 3

*Results showing the reliability of different varieties of motivation scales*

| Subscales | Items | Cronbach's alpha |
| --- | --- | --- |
| Value to others: | 35, 39, 46, 47, 48, 49 and 50 | .842 |
| Value to others 2: | 35, 46, 47, 48, 49 and 50 | .839 |
| Value to others 3: | 46, 47, 48, 49 and 50 | .847 |
| **Value to others 4:** | **46, 47, and 49** | **.776** |
| Willingness to participate: | 1, 2, 3, 13 and 14 | .770 |
| **Willingness to participate 2:** | **1, 2, 3 and 14** | **.829** |
| Extrinsic motivation - Rewards: | 15, 16, 17, 18 and 29R | .522 |
| Extrinsic motivation – Rewards 2: | 15, 16, 17 and 18 | .873 |
| **Extrinsic motivation – Rewards 3:** | **15 and 16** | **.887** |
| **Meaningfulness:** | **37R, 38, 39 and 40** | **.815** |
| Competence: | 22, 23, 24 and 7 | .687 |
| **Competence 2:** | **22, 23 and 24** | **.691** |

| **Relatedness:** | **32, 33 and 34** | **.776** |
|---|---|---|
| Relatedness 2: | 32 and 33 | .805 |
| **Personal value:** | **8, 41 and 42** | **.709** |
| Personal value 2: | 41 and 42 | .768 |
| Extrinsic motivation – Need to have a goal: | 10, 11, 12, 13 and 14 | .415 |
| Extrinsic motivation – Need to have a goal 2: | 10, 11, 12 and 13 | .319 |
| **Extrinsic motivation – Need to have a goal 3:** | **10, 12 and 13** | **.383** |
| Autonomy: | 25, 26, 29R, 30R and 31R | .519 |
| Autonomy 2: | 25, 26, 29R, and 30R | .545 |
| Autonomy 3: | 25, 26 and 29R | .588 |
| **Autonomy 4:** | **25 and 26** | **.762** |

*Note.* The factors which is decided to use are in boldface.

## Conclusion pilot

A principal component analysis and reliability analysis were conducted to create reliable subscales and to reduce the total number of items in the questionnaire. Most of the scales (*Willingness to participate*, *Meaningfulness*, *Value for others*, *Extrinsic motivation – Rewards, Competence*, *Relatedness*, and *Personal value*) were created and used based on the PCA output. The *Extrinsic motivation – Need to have a goal* and *Autonomy* scales did not get support from the analysis, but were still included in the new questionnaire because of their theoretically importance. An edited version of the "generally" category was also included.

## Main study

## Participants

In the main study, 689 students completed the survey. Of these, 69.1 % were females ($n = 476$), 30.3 % were males ($n = 209$), and 0.6 % did not report their sex or gave their gender as nonbinary ($n = 4$). The age ranged from 19 to 66 years old ($M = 25.4$, $SD = 6.32$). When asked how many semesters they had studied at higher education (this one included), the students answered everything between 1 and 27 ($M = 6.56$, $SD = 3.93$), with 35 students not answering this question.

**Measure**

The final questionnaire was named *Tromsø Participation Motivation Scale* (TPMS). The questionnaire distributed to the students was written in Norwegian. To get a valid translation, we got two bilingual persons to translate it to English. They did the translation by first translating the questionnaire separately, then got together to compare their translations and discuss the differences until they agreed on a final translation. The translation was finalised by a third bilingual judge. See Appendix D for the original Norwegian version and Appendix E for the translated English version of the questionnaire.

As done in the pilot, we started the survey by asking for some background information (sex, age, university, number of semester studied, and current field of study). Then three questions were asked about the student's tendency to participate in SET, how often they have participated when given the opportunity, and at which time they decide not to participate or complete the evaluation (see Appendix E for the questions and range of options). These were all meant to serve as dependent variables. Following, 39 items were given, representing the ten subscales of motivational aspects (see table 4) and one batch of general questions. For all these items, students were asked the degree to which they agreed or disagreed with the statements (1= totally disagree, 5= totally agree, and 6= I don't know).

Table 4

*The subscales and their definitions*

| Subscales | Definitions |
|---|---|
| Autonomy | A person's beliefs about the extent to which one's own actions are determined by external forces (controlled) or by the self (autonomous). |
| Competence | A person's perception of their basic capability to carry out a behaviour. |
| Engaged in others' participation | A belief that others' action is of importance. |
| Extrinsic motivation – Need to have a goal | The performance of an activity to obtain an external goal. |
| Extrinsic motivation – Rewards | The performance of an activity to attain some form of reward. |
| Meaningfulness | A belief that action will lead to a preferred outcome. |
| Personal value | Perceived personal value of the outcome. |
| Relatedness | The need to feel belongingness and connectedness with other persons, groups, or cultures. |
| Value for others | Perceived value of the outcome for others than oneself. |
| Willingness to participate | Perception of one's own willingness to participate. |

The subscales in our study was *Autonomy* (e.g. "I evaluate the course because I want to do it"), *Competence* (e.g. "I am capable of completing an evaluation in a good and accurate manner"), *Engaged in others' participation* (e.g. "I usually encourage others to fill out the course evaluation"), *Extrinsic motivation – Need to have a goal* (e.g. "I fill out course evaluations to punish the instructors"), *Extrinsic motivation – Rewards* (e.g. "I am more inclined to respond when I receive something in return for participating"), *Meaningfulness* (e.g. "I believe that course evaluations are used by those who receive them"), *Personal value* (e.g. "Course evaluations are a valuable tool for helping me reflect upon the course content"), *Relatedness* (e.g. "It is important for me to feel a sense of belonging to the university"), *Value for others* (e.g. "Course evaluations are a valuable tool to help the instructors"), and *Willingness to participate* (e.g. "I gladly fill out course evaluation forms to provide feedback").

The final batch of general questions covered areas that may be of importance to students' choice to participate, but that did not fall under any of our above subscales (e.g. "I am more inclined to respond when I have strong opinions about how the course was taught", and "I am told what the results of the evaluation will be used for").

At the end, we asked three open-ended questions: (1) "How many minutes are you willing to use on a course evaluation?", (2) "What increases your motivation to fill out course evaluations?", and (3) "What can decrease your motivation to fill out course evaluations?", followed by the opportunity to comment on items or the topic of study.

**Procedure**

The questionnaire was made in the net-based research software Qualtrics (Qualtrics, 2005). The survey-link was distributed by e-mail to all students at the UiT The Arctic University of Norway, almost 16 000 students. The survey was open for 14 days, and within these two weeks, 689 students completed the survey. The data were then exported directly from Qualtrics to an SPSS file.

**Analysis**

As we did for the pilot study, we started with a principal component analysis using the Varimax rotation, followed by the reliability analysis using Cronbach's Alpha. This final test of the utility of the subscale items and the scales internal consistency led us to remove some more items and the *Extrinsic Motivation – Need to have a Goal* subscale.

The mean score of each subscale was created in two steps. First, we had to recode all of the item-variables, such that those who had answered 6 (*I don't know*) was recoded into

missing values. Then the MEAN function in SPSS was used to compute a mean score variable (the final score being the mean of all items within the specific subscale). Next, all participants who had missing scores on three or more of the scales, was removed from the dataset.

Since we were interested in those students who had participated or at least had an opportunity to participate in SET, those who had answered 1 (I never got the opportunity to participate in student evaluations of teaching) were also excluded from further analysis. The sample was reduced from 689 students to 641.

According to the Shapiro-Wilk and Kolmogorov-Smirnov test, the data tested were not from a normally distributed population. Most of the distributions are negatively skewed, and since the data did not meet the assumptions for parametric tests, so were non-parametric tests utilized. To see if some of our variables related with each other, we therefore chose to run a Spearman's Rho Correlation analysis.

Then, to see if we could discover some specific differences between those who seldom/never participate and those who often/always participate, two groups were created from the Proportion completed variable; Low participation (participated less than 40%) and High participation (participated 100%). More specifically, this group-variable was used to see if and how those who seldom participate and those who always participate differed at: (a) how many minutes they are willing to spend on evaluating their courses, (b) the time they decide not to participate or complete a SET, and (c) degree of the measured motivation types.

Initially, frequency tables, histograms and line graphs were inspected to get a picture of patterns and possible differences. To further investigate if two groups are significant different from each other, a t-test is usually conducted, however, since our data was not normally distributed, we decided to use its non-parametric cousin; the Mann-Whitney U test.

At the end, we investigated students' self-reported causes of increased and decreased motivation for participating in SET. Their open-ended answers were sorted and categorised, and the frequency of each category was then examined.

## Results

### PCA and internal reliability

A Principal Component Analysis (PCA) was conducted using a Varimax rotation with Kaiser Normalization. The KMO of sampling adequacy was .810, and the Bartlett`s test of sphericity $X^2$ (465) = 8031, $p < .001$. This confirmed that we could use PCA with the data collected. The results from the principal component analysis is shown in Table 5. All

coefficients with a value below .6 were supressed in the component matrix. The table showed none cross-loadings.

Table 5

*An overview of the factor loading for each item in every subscale, using a significant criterion of .4. (n = 689)*

| Subscales | Items | Factor scores |
|---|---|---|
| Willingness to participate: | | |
| | 1. I usually fill out course evaluations of subjects I have taken. | .791 |
| | 2. I gladly fill out course evaluation forms to provide feedback. | .778 |
| | 3. I usually fill out the course evaluation as soon as it is sent/given to me. | .730 |
| | 4. I wish to express my opinions about the course. | .668 |
| Autonomy: | | |
| | 5. I evaluate the course completely voluntarily. | – |
| | 6. I evaluate the course because I want to do it. | – |
| Extrinsic motivation - Rewards: | | |
| | 7. I am more inclined to respond when I receive something in return for participating. | .925 |
| | 8. I am more inclined to participate in course evaluations when I can be in a drawing for a "prize" for doing so. | .923 |
| Meaningfulness: | | |
| | 9. I feel that course evaluations benefit me. | – |
| | 10. I believe that course evaluations are used by those who receive them. | .803 |
| | 11. Instructors take course evaluations seriously. | .859 |
| | 12. Instructors are open to improving their teaching. | .820 |
| Competence: | | |
| | 13. I am capable of answering honestly and precisely when evaluating a course. | .824 |
| | 14. I am capable of completing an evaluation in a good and accurate manner. | .799 |
| | 15. I always understand what they are asking about in an evaluation. | .654 |
| Relatedness: | | |
| | 16. It is important for me to feel a bond to my fellow students. | .830 |
| | 17. It is important for me to feel a sense of belonging to the university. | .857 |
| | 18. It is important for me that the instructors know who I am. | .668 |
| Value for others: | | |
| | 19. Course evaluations are a valuable tool to help the instructors. | .764 |
| | 20. Course evaluations are a valuable tool for helping the university offer a better course in the future. | .814 |

|  | |
|---|---|
| 21. Course evaluations are a valuable tool for helping other students. | .745 |

Personal value:

|  | |
|---|---|
| 22. Course evaluations are a valuable tool for helping me reflect upon what I have learned. | .869 |
| 23. Course evaluations are a valuable tool for helping me reflect upon the course content. | .819 |
| 24. I feel I can learn something through filling out course evaluations. | .830 |

Extrinsic motivation –
Need to have a goal:

|  | |
|---|---|
| 25. I usually have a goal in sight when I respond to course evaluations. | – |
| 26. I fill out course evaluations to punish the instructors. | .749 |
| 27. I fill out course evaluations to praise the instructors. | .664 |

Engaged in others'
participation:

|  | |
|---|---|
| 36. I usually care whether others fill out the student course evaluations. | .726 |
| 37. I usually encourage others to fill out the course evaluation. | .640 |
| 38. I would like to know how many students fill out the course evaluation. | .767 |
| 39. I understand that the number of students who fill out course evaluations is important for how much my own answer matters. | – |

*Note.* Items which did not get included in the component matrix, because of the .6 limit, is marked with –.

Based on the scree plot- and the rotated component matrix output, a nine factor solution, which explained 65.6% of the total variance, was preferred according the "leveling off" of eigen values. Except for Autonomy, all of our subscales did (either with all or with some of the associated items) load significantly as independent factors. The reliability of all subscales and items were then tested using Cronbach's alpha (see table 6 for results).

Because of its low internal reliability ($\alpha = .449$), the factor named "Extrinsic motivation - Need to have a goal" was not included in further study. Also, items 9, 15, 38 and 39 were removed from the final scales, because of their low factor loadings and the fact that their removal strengthened the scales' internal reliability. Autonomy did not load significantly as an independent factor. However, because of its important part in SDT, and its satisfying internal reliability ($\alpha = .810$), it was chosen to be used in further analysis. The final subscales and their items are shown in the left column of Table 6 and their reliability in the right column.

Table 6

*Measure of internal reliability for all subscales covered in the Tromsø Participation Motivation Scale. (n = 689)*

| Final subscales and items | Cronbach's alpha for original subscales | Final Cronbach's alpha for revised subscales |
|---|---|---|
| Willingness to participate (1,2,3,4): | α =.788 | |
| Autonomy (5,6): | α=.810 | |
| Extrinsic motivation – Rewards (7,8): | α=.885 | |
| Meaningfulness (10,11,12): | α=.775 | α=.851, item 9 removed |
| Competence (13,14): | α=.686 | α=.793, item 15 removed |
| Relatedness (16,17,18): | α=.738 | |
| Value for others (19,20,21): | α=.812 | |
| Personal value (22,23,24)): | α=.858 | |
| Extrinsic motivation – Need to have a goal (26,27): | α=.449 | α=.478, item 25 removed |
| Engaged in others' participation (36,37): | α=.654 | α=.738, item 38 and 39 removed |

**Correlational analysis**

A correlation analysis was run to determine the relationship between the dependent- and the independent variables. Inspection of histograms and the results from a Shapiro-Wilk and a Kolmogorov-Smirnov test shows us that most of the distributions are negatively skewed and our data not normally distributed. Therefore, we conducted the Spearman's Rho Correlation analysis, which is a non-parametric test that does not presume normal distribution. The results are shown in Table 7.

As expected, the two dependent variables *Tendency to participate* and *Proportion completed* was highly correlated ($r_s = 643, p < .001$). Therefore, it seems sufficient to choose one of these two dependent variables for further analysis. Since the *Proportion completed* variable does give a clearer picture on how often students participate, this one was chosen. The other dependent variables (*Stopping point* and *Stamina*) did have weak significant correlations with all of the dependent variables, and will therefore both be used further as dependent variables.

Table 7

*The Spearman's rank-order correlation between the dependent- and independent variables (n = 641)*

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1.Tendency to participate | 1.00 | | | | | | | | | | | | | | |
| 2.Proportion completed | **.64***** | 1.00 | | | | | | | | | | | | | |
| 3.Stopping point | .40*** | .45*** | 1.00 | | | | | | | | | | | | |
| 4.Stamina | .20*** | .21*** | .11** | 1.00 | | | | | | | | | | | |
| 5.Autonomy | .32*** | .25*** | .24*** | .19*** | 1.00 | | | | | | | | | | |
| 6.Competence | .15*** | .15*** | .08 | .13** | .33*** | 1.00 | | | | | | | | | |
| 7.Engaged in others' participation | .27*** | .25*** | .23*** | .18*** | .19*** | .06 | 1.00 | | | | | | | | |
| 8.Extrinsic motivation - rewards | -.12** | -.08* | -.11** | -.15*** | -.17*** | -.03 | .02 | 1.00 | | | | | | | |
| 9.Meaningfulness | .12** | .20*** | .10* | .10* | .13** | .11** | .04 | -.07 | 1.00 | | | | | | |
| 10.Personal value | .18*** | .15*** | .13** | .05 | .19*** | .15*** | .17*** | -.05 | .35*** | 1.00 | | | | | |
| 11.Relatedness | .06 | .04 | .03 | .04 | .14*** | .11** | .22*** | .17*** | .17*** | .30*** | 1.00 | | | | |
| 12.Value for others | .25*** | .23*** | .17*** | .17*** | .35*** | .24*** | .21*** | -.02 | .34*** | .35*** | .26*** | 1.00 | | | |
| 13.Willingness to participate | **.67***** | **.59***** | .46*** | .25*** | **.50***** | .24*** | .38*** | -.11** | .18*** | .24*** | .17*** | .32*** | 1.00 | | |
| 14.Age | .07 | -.01 | .07 | .01 | .09* | -.00 | -.08 | -.16*** | -.11** | -.03 | -.06 | .02 | .11** | 1.00 | |
| 15.Gender | -.04 | -.08 | -.05 | .02 | .02 | .01 | -.05 | -.10* | .02 | -.05 | -.14*** | -.10* | -.10* | .13** | 1.00 |
| 16.Semesters | .04 | -.02 | -.05 | .02 | .02 | -.06 | .02 | -.03 | -.17*** | -.14*** | -.09* | -.03 | .06 | .41*** | -.04 |

*Note.* High correlations are marked in bold font.

* $p < .05$ (2-tailed), ** $p < .01$, *** $p < .001$.

There were only two notably high correlations between the independent and dependent variables. The first was between *Willingness to participate* and *Tendency to participate* and the second, not surprisingly, was between *Willingness to participate* and *Proportion completed*. Except for *Relatedness*, *Age*, *Sex* and *Semesters*, all other independent variables correlated significantly with the dependent variables. Although the correlations are low to moderate, there seems to be notable relationships among the variables.

**Students tendencies to participate**

To get an idea of how often students participate, when they decide to stop and how much time they are willing to spend on SET, the measures of central tendency for the three dependent variables were investigated (see table 8). Because the data is non-normally distributed, the most appropriate measure of central tendency is the median or mode rather than the mean.

Table 8

*Measures of central tendency for the three dependent variables.*

| Variables | Range | Mean | Median | Mode | *SD* |
|---|---|---|---|---|---|
| Proportion completed ($N = 614$) | 1-6 | 4.11 | 5 | 5 | 1.54 |
| Stopping point ($N = 631$) | 1-5 | 2.92 | 2 | 2 | 1.48 |
| Stamina (minutes) ($N = 622$) | 1-60 | 12.08 | 10 | 10 | 10.36 |

Most of the students from our sample reported that they often or always have participated in SET when given the opportunity. However, if they choose to not participate or complete the evaluation, then they make this decision after they have read the e-mail about the evaluation, but before they click into the evaluation itself. Also, most students report that they will not spend more than ten minutes per SET.

**A possible difference between those who seldom and those who often participate in SET**

To get a picture of the difference between those who seldom/never participate and those who always participate, two groups were created from the Proportion completed variable. *Low participation* ($n = 120$) includes those students that have participated less than 40 % of the time when given the opportunity, while *High participation* ($n = 112$) includes those who have reported that they have participated 100 % of the time. These cut-off points were chosen to get an approximately equal number of participants in the Low- and the High group, and to identify important differences.

**How much time are students willing to spend on SET?** To determine how many minutes students are willing to spend on evaluating their courses, some frequency tables were inspected (see Appendix F) and a line graph created (Figure 2). The answers ranged from 1-60 minutes, where the latter includes answers like "as long as it takes".

Figure 2

*The frequency of answers from the Low participation and the High participation group on the question "How many minutes are you willing to use on a course evaluation?"*
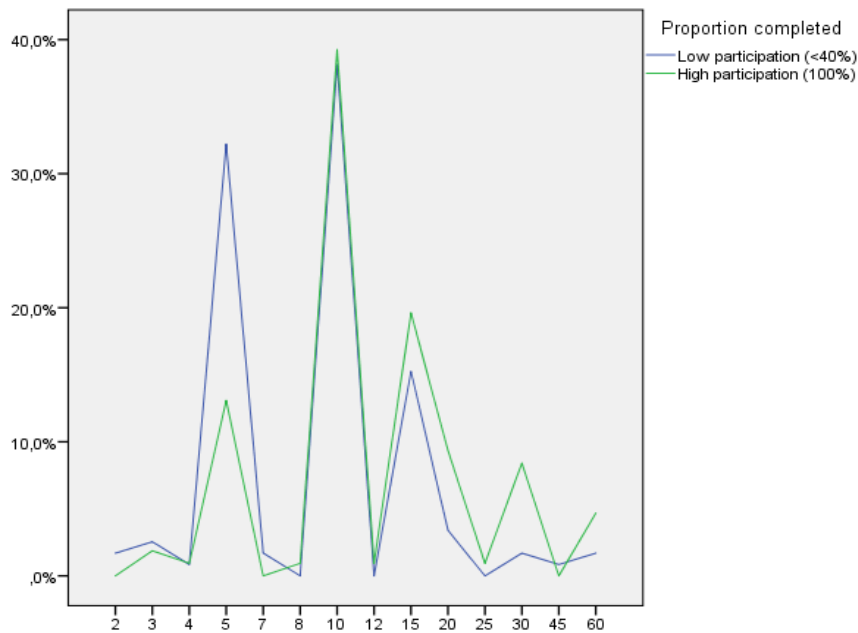


When looking at statistics from the whole sample ($N = 622$, *Median* $= 10$, *Mode* $= 10$, *SD* $= 10.36$) we could see that 37.1 % answered 10 minutes as their limit, followed by the 27.5 % which replied 5 minutes. A corresponding median and mode were found for the Low- and the High participation group. The pattern shown for these two groups were quite alike, however, as seen in Figure 2, there were more students in the Low participation group (32.2 %) which stated 5 minutes as their limits than in the High participation group (13.1 %). Also, while 14 % of the High participation group answered 20 minutes or more, only 4.2 % of the Low group gave a limit as high as this. A Mann-Whitney U test confirmed that the two groups are significantly different in terms of how many minutes students are willing to spend on SET (Mann-Whitney $U = 4315.5$, $z = -4.261$, $p < .001$).

**When do they decide not to participate or complete a SET?** To determine at which time students decide not to participate or complete SET, some frequency tables (see Appendix G) and a line chart were created. The given options were: (1) By not reading the e-mail with

the link to the course evaluation, (2) After I have opened and seen what the e-mail is about, but before I click on the link to the course evaluation, (3) After clicking on the link and reading the instructions for the course evaluation, (4) After I begin to answer, but before I complete the evaluation, and (5) This does not apply to me. I always fill out the course evaluations.

When looking at data from all the students ($N = 631$, *Median* = 2, *Mode* = 2, *SD* =1.48), we could see that 61.2 % of the students decide to not complete an evaluation before they even have started (answering 1,2 or 3). This percent is even higher for those who never/seldom participate ($n = 120$, *Median* = 2, *Mode* = 2, *SD* = 1.19), accounting for 83.4 %. Of the students from the High participation group ($n = 106$, *Median* = 5, *Mode* = 5, *SD* = 0.62) however, only 3.7 % reports that they usually decide to not complete the SET before they even had started. Analysis confirms that the Low participant group more often than the High participant group decide to not complete an evaluation before even started (Mann-Whitney $U = 963.0$, $z = -11.91$, $p < .001$). Figure 3 shows the frequency of the exact answers given by students in the Low participation group and the High participation group.

Figure 3

*The frequency of answers from the High participation group and the Low participation group on the question "Those times I may choose to not complete a student course evaluation, the process often stops - (choose one alternative)"*
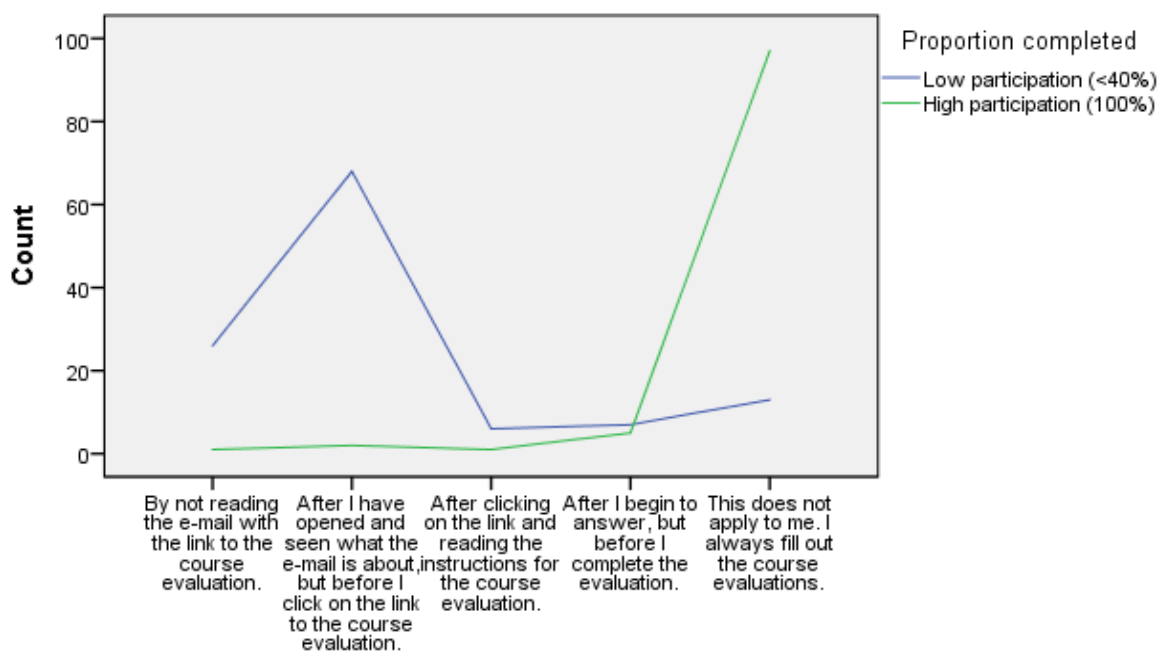
Those students who report their stopping point as after they have started to fill out the SET, but before they complete it, account for only 5.8 % of the Low participation group and 16.1 % of the High participation group. One of the most frequent reported reason for cancelling during the completion of the evaluation, is that they are not willing to use more of their time than they already have, and that the questions in the evaluation do not let the student tell what he or she wants to convey.

**Various degrees and types of motivation.** By looking at how students differ in the type and degree of motivation, we might find information to indicate where to focus the attention in the future. First, the satisfaction of the basic psychological needs of autonomy, competence and relatedness was investigated by looking at descriptive statistics for the three SDT variables. The mean scores vary between 1 (*totally disagree*) and 5 (*totally agree*), where higher scores indicates greater satisfaction of these psychological needs. For Autonomy ($N = 638$, *Median* = 5.0, *Mode* = 5.0, *SD* = 0.84) only 18.7 % of all participants had a mean score less than 4. For Competence ($N = 639$, *Median* = 4.5, *Mode* = 5.0, *SD* = 0.66) this percent was even lower, accounting for only 10.3 %. Relatedness ($N = 639$, *Median* = 3.7, *Mode* = 3.7, *SD* = 0.92), on the other side, had 53.5 % of its answers below the mean score of 4, and almost 20 % of these below the mean score of 3. This indicate that most of the students in this study experience a satisfaction of autonomy and competence in the evaluation setting, but that there is more disagreement in whether they feel relatedness.

Then, to get a picture of how students score on the additional TPMS variables, we investigated the frequencies for all participants (see Appendix H), followed by an investigation of histograms and frequencies for the TPMS motivation variables for the Low participation group and the High participation group separately. Table 9 shows the mean, median and modes for the two Groups.

As summarized in Table 9, the Low participation group and the High participation group showed relatively similar patterns in scores on the measured SDT variables and additional TPMS variables. The exception was for *Willingness to participate*, which had opposite skewed histograms and measures of central tendency. In the Low participation group, it was more usual that students scored low on *Willingness to participate* than high. The opposite pattern was shown in the High participation group. Also, looking at the median, it seems like almost all the motivation aspects are scored higher of those who always participate than of those who seldom or never participate. The exception is for *Relatedness*, where the

median and mean is approximately the same, but the mode is higher in the High participation group.

Table 9

*Measure of central tendency for independent variables in Low participation group and High participation group*

| Variables | Low participation | | | | | High participation | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Mean | Median | Mode | *SD* | *n* | Mean | Median | Mode | *SD* | *n* |
| SDT variables | | | | | | | | | | |
| Autonomy | 4.1 | 4.5 | 5.0 | 1.09 | 119 | **4.7** | **5.0** | 5.0 | 0.67 | 112 |
| Competence | 4.4 | 4.5 | 5.0 | 0.65 | 120 | 4.6 | **5.0** | 5.0 | 0.57 | 112 |
| Relatedness | 3.6 | 3.7 | 3.0[a] | 0.92 | 120 | 3.8 | 3.7 | **3.7** | 0.90 | 112 |
| Additional TPMS variables | | | | | | | | | | |
| Engaged in others' participation | 1.9 | 1.5 | 1.0 | 1.01 | 118 | **3.0** | **3.0** | 1.0 | 1.38 | 112 |
| Extrinsic motivation - rewards | 3.6 | 4.0 | 5.0 | 1.35 | 119 | 3.2 | **3.0** | 5.0 | 1.51 | 108 |
| Meaningfulness | 3.1 | 3.0 | 3.0 | 1.01 | 117 | **3.7** | **3.7** | **5.0** | 0.98 | 107 |
| Personal value | 2.6 | 2.7 | 2.0 | 1.08 | 117 | **3.1** | **3.3** | **3.3** | 1.13 | 111 |
| Value for others | 4.1 | 4.0 | 5.0 | 0.84 | 119 | 4.5 | **4.7** | 5.0 | 0.69 | 108 |
| Willingness to participate | 3.2 | 3.0 | 2.5 | 0.83 | 120 | **4.5** | **4.7** | **5.0** | 0.52 | 112 |

*Note.* The smallest value is shown. 1 = totally disagree; 5 = totally agree. Differences above 0.5 are shown in bold under the High participation group.

[a] Multiple mode exists.

A Mann-Whitney U test was then conducted to see if there was a significant difference in motivation between the Low- and High participation group. The analysis shows us that the Low participant group and the High participant group are similar in terms of Relatedness ($U = 6100.5$, $z = -1.222$, $p = 222$) and Extrinsic motivation – rewards ($U = 5703.5$, $z = -1.491$, $p = .136$), but otherwise significant different in terms of Autonomy ($U = 4467.0$, $z = -4.798$, $p < .001$), Competence ($U = 5339.5$, $z = -2.913$, $p = .004$), Engaged in others' participation ($U = 3767.0$, $z = -5.727$, $p < .001$), Meaningfulness ($U = 4302.0$, $z = -4.065$, $p < .001$), Personal value ($U = 4916.0$, $z = -3.182$, $p = .001$), Value for others ($U = 4180.5$, $z = -4.699$, $p < .001$), and Willingness to participate ($U = 1304.5$, $z = -10.653$, $p < .001$). Overall, the measured motivation between the two groups were more different than alike.

***Some other questions of importance for motivation.*** In addition to the measured motivation variables, we also asked some other questions (Q28 – Q35) which is interesting to see if answered differently between the High- and Low participation group. Table 10 shows the measures of central tendency for each group. All questions were asked as statements which was answered on a 5-point Likert Scale, where lower scores indicate not agreeing and higher scores agreeing.

Table 10

*Measures of central tendency for Q28-Q35 in Low participation group and High participation group*

| Items | Low participation | | | | | High participation | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Mean | Median | Mode | *SD* | *n* | Mean | Median | Mode | *SD* | *n* |
| Q28 | 4.3 | 5 | 5 | 1.03 | 119 | 3.9 | **4** | 5 | 1.17 | 109 |
| Q29 | 3.5 | 4 | 5 | 1.49 | 115 | **3.0** | **3** | 5 | 1.51 | 106 |
| Q30 | 2.4 | 2 | 2 | 1.11 | 115 | **3.2** | **3** | **3** | 1.18 | 108 |
| Q31 | 3.3 | 3 | 3 | 0.89 | 114 | 3.9 | **4** | **4** | 0.93 | 111 |
| Q32 | 2.9 | 3 | 3 | 0.88 | 114 | **3.5** | 3 | 3 | 0.93 | 109 |
| Q33 | 2.6 | 2 | 2 | 1.21 | 109 | 2.8 | **3** | **3** | 1.30 | 106 |
| Q34 | 4.4 | 5 | 5 | 0.93 | 118 | 4.4 | 5 | 5 | 1.06 | 109 |
| Q35 | 4.0 | 4 | 5 | 1.12 | 115 | 4.0 | 4 | 5 | 1.25 | 109 |

*Note.* 1 = totally disagree; 5 = totally agree. Q28 = I am more inclined to respond when I have strong opinions about how the course was taught; Q29 = I am more willing to evaluate a course during class than in my spare time; Q30 = I like filling out course evaluations; Q31 = Course evaluations typically enable me to say what I wish to express; Q32 = Course evaluations tend to do a good job of capturing my experience of a course; Q33 = I am told what the results of the evaluation will be used for; Q34 = My motivation to participate would be greater if I knew what changes had been made to the course since the last course evaluation; and Q35 = My motivation to participate would be greater if I had a summary of the results from the previous course evaluation. Differences above 0.5 are shown in bold under the High participation group.

As seen in Table 10, most students in the Low participation group agreed more with statement Q28 "I am more inclined to respond when I have strong opinions about how the course was taught" and Q29 "I am more willing to evaluate a course during class than in my spare time" then those in the High participation group. However, for statement Q30 "I like filling out course evaluations", Q31 "Course evaluations typically enable me to say what I wish to express", and Q32 "Course evaluations tend to do a good job of capturing my experience of a course" the opposite was seen, and those in the Low participation group agreed less than those in the High participation group.

A Mann-Whitney U test was conducted to find if there are any significant differences between the High- and Low group. The analysis found that the two groups are similar in terms of whether students are told what the evaluation is used for ($U = 5138.5$, $z = -1.437$, $p = .151$), and in thinking that motivation for participating in SET will increase if they are told which changes had been made on the teaching since last evaluation ($U = 6169.5$, $z = -0.610$, $p = .542$)

and if they get a summary of the results from last evaluation ($U = 6159.0$, $z = -0.240$, $p =.810$). The groups differed in how they agreed with the statement "I am more inclined to respond when I have strong opinions about how the course was taught" ($U = 5311.5$, $z = -2.550$, $p =.011$), "I am more willing to evaluate a course during class than in my spare time" ($U = 5016.0$, $z = -2.333$, $p =.020$), "I like filling out course evaluations" ($U = 3908.0$, $z = -4.923$, $p <.001$), "Course evaluations typically enable me to say what I wish to express" ($U = 3794.5$, $z = -5.440$, $p <.001$), and "Course evaluations tend to do a good job of capturing my experience of a course" ($U = 3845.5$, $z = -5.214$, $p <.001$).

**Developing categories to determine what influence students' motivation to participate**

At the end of the TPMS there were three open-ended questions: (Q40) How many minutes are you willing to use on a course evaluation? (Q41) What increases your motivation to fill out course evaluations? (Q42) What can decrease your motivation to fill out course evaluations? The first is the dependent variable *Stamina*. The last two, are more of the qualitative form, but were coded into categories that enabled us to get an indicative statistic on frequencies.

At first, 13 categories were created for Question 41 (Q41), and 12 categories for question 42 (Q42). The validity of the categories was tested by letting people sort statements into the category they thought as the most fitting. If a single student had given several different reasons for increased and decreased motivation, we decided to resolve this by following the rule "if multiple answers are given by a single student, then you should only take into account the first thing that was said, and disregard the rest". The percent of statements matching our categorising were calculated, and if the percent did not meet our goal of 80 %, we altered some of the definitions, merged some categories, and then conducted new tests. This procedure was done in three rounds, before settling on sufficiently robust categories.

The final total matching rate was 87 % for Q41 and 88 % for Q42, which is considered very good. For Q41, almost all categories had a matching rate of 80-100 %. The exception was "Usefulness of feedback for the subject development", which matched with 73 %. Since this is a fairly complex category, it was also expected that this would be slightly lower than the rest. Although 73% is not as high as we hoped for, it is still well above the matching rate we received on the original categories (which was later merged into this category).

Table 11

*Categories and their definitions summarising responses to question 41: "What increases motivations to participate in SET?"*

*(Translation available upon request from the author)*

| Categories (interrater reliability) | Definitions | Example statements |
|---|---|---|
| Nytteverdi av tilbakemeldingen for fagets utvikling (73 %) | Med nytteverdi menes her: (1) At man tror informasjonen blir <u>tatt alvorlig</u> og er av betydning, (2) at informasjonen blir fulgt opp og <u>brukt/seriøst vurdert</u>, (3) at man vet hvordan informasjonen <u>skal brukes/er brukt tidligere</u>, og (4) at man har en tanke/ønske om å <u>forbedre undervisningen</u> for seg selv eller andre. | «Tanken på at neste kull kan få en bedre opplevelse» «Å vite at de blir lest, evaluert og evt. tiltak blir iverksatt» «At de brukes og følges opp, og faktisk brukes til å endre og forbedre undervisningen» «Hvis man får vite hva som er endret siden sist evaluering» |
| Rapport etter evaluering (89 %) | At man <u>etter evalueringen</u> får informasjon/en <u>rapport om</u> f.eks. evalueringens resultat, svarprosent, kommende endringer, og eventuelt hvorfor ikke endringer blir gjort. | «Å få vite resultatet av evalueringen» «Å få et sammendrag og en statistikk på deltagelse hadde økt min motivasjon.» |
| Forelesere som bryr seg (88 %) | Engasjerte, interesserte forelesere som er villige til å forandre undervisningen og som gjerne oppfordrer til evaluering. | «Forelesere som forteller hvor viktig vår mening er og som tar oss seriøst når vi tar opp noe.» «Dersom forelesere er villige til å gjøre forbedringer av undervisningen/emnet.» |
| Har noe å si (90 %) | Hvis studenten har sterke meninger, konkrete tilbakemeldinger eller generelt har et ønske om å si noe. | «Å faktisk ha konkrete innspill» «Om jeg har sterke meninger om undervisningen, enten positive eller negative» |
| Bra eller dårlig undervisning (100 %) | Hvis undervisningen/foreleseren har vært spesielt bra eller spesielt dårlig. | «Dersom jeg har vært misfornøyd med faget» «Hvis jeg har en mening om læreren eller undervisningen som er enten veldig dårlig, eller veldig bra» |
| God utforming av evalueringsskjema (82 %) | Hvis evalueringen er utformet på en tilfredsstillende måte (f.eks. lite gjentakelse, relevante spørsmål, anonymitet, svaralternativer, åpne kommentarfelt, fin lengde, osv.). Individuelt hva som oppleves som god utforming. | «Kort og enkel evaluering» «Å kunne kommentere i stedet for å bare krysse» «Kort og konkret undersøkelse uten tekstsvar.» «Relevante og godt stilte spørsmål» |
| Besvarelse i skoletid (86 %) | At evalueringen deles ut i time/forelesning, og at det er satt av tid til å fullføre den. | «At det blir innført som en del av undervisningen» «Besvarelse i timen» |
| Premie / mulighet til å vinne noe (100 %) | Hvis man får en premie eller mulighet til å vinne noe hvis man deltar i evalueringen. | «Konkurranse/premie» «(muligheten for) belønning» |
| Diverse (80 %) | Det som faller utenom resterende kategorier. | «God opplysning og informasjon om evalueringen», «At jeg har erfaringer nok fra emnet/undervisningen som har pågått» |
| *NB! Flere oppgitte svar* | Dersom én student har oppgitt flere ulike motivasjonsfaktorer, så tar man utgangspunkt i første oppgitte utsagn, og ser bort i fra resten. | «Å se at det har betydning. At det kan hjelpe andre studenter» ➔ Plasseres i kategori 1 |

Table 12

*Categories and their definitions summarising responses to question 42: "What can decrease the motivations to participate in SET?"*

*(Translation available upon request from the author)*

| Categories (Interrater reliability) | Definitions | Example statements |
|---|---|---|
| Tar for mye tid (78 %) | Jeg synes evalueringen er for lang, det tar for lang tid å svare, det er for mange spørsmål eller at jeg har for mye å gjøre. | «Tidskrevende» «lange evalueringer, for mange spørsmål» |
| Ingen tro på evaluering (90 %) | Jeg tror ikke evalueringen er av betydning eller blir tatt seriøst, f.eks. ved at jeg ikke ser endringer fra tidligere evalueringer – det er ingenting som skjer. | «At det er utydelig hva det brukes til. Læreren leser ikke evalueringene.» «Om ingenting endres fra år til år» |
| Dårlig utformet evaluering (91 %) | Dårlig utformet evaluering, kan innebære f.eks. (1) dårlig formulerte/irrelevante spørsmål, (2) at man ikke får mulighet til å si det man ønsker, (3) en form som ikke er tilfredsstillende. Det er individuelt hva som oppleves som god og dårlig utforming, for noen kan multiple choice og anonymitet være bra, for andre ikke. | «For åpne spørsmål» «Når det ikke er anonymt» «Mangel på å si meninger utover meningsmålinger» «Uklare spørsmål/formuleringer» «At den er lang, eller ikke inneholder spørsmål som dekker det jeg ønsker å si.» |
| Upassende tidspunkt (89 %) | Evalueringen kommer på upassende tidspunkt (Ferier, eksamenstid, for lenge etter siste forelesning, før eksamen, osv.). | «Hvis den blir gitt ut på i en travel periode, f.eks rett før eksamen» «Evaluering før alle forelesningene er gjennomført» |
| Forelesere som ikke bryr seg (100 %) | Jeg opplever at forelesere er likegyldige, uengasjerte eller lite villige til å gjøre endringer. | «At underviserne i faget ikke er villig til å forbedre seg» «Foreleseren er ikke interessert» |
| Lite informasjon om evaluering (89 %) | Lite informasjon om evaluering. (F.eks. hvis informasjon bare kommer på e-post, ingen påminnelser, og ingen beskjed fra foreleser). | «At jeg må lete meg frem til hvor evalueringen er» «Ingen informerer om det annet enn pr en e-post» |
| Ingen rapport i etterkant (89 %) | Jeg får ikke informasjon i etterkant om evalueringens resultater eller om eventuelle tiltak i etterkant. | «At jeg ikke får informasjon om tiltak som blir gjort etter evalueringen» «Ingen tilbakemelding» |
| Har ingenting å si (100 %) | Hvis jeg ikke har noe spesielt å si. F.eks. hvis alt var greit på forelesningene. | «Om undervisningen har vært helt ok, værken veldig bra eller veldig dårlig.» «Lite meninger» |
| Ingen premie (100 %) | Ingen premie eller belønning for å delta. | «Ingen premie.» «ingen kaffe klippekort» |
| Diverse (55 %) | Det som faller utenom resterende kategorier. | «Useriøse aktører og dårlig skoleledelse» «Få deltakere» |
| *NB! Flere oppgitte svar* | Dersom én student har oppgitt flere ulike faktorer, så tar man utgangspunkt i første oppgitte svar, og ser bort i fra resten. | «Må oppsøke foreleser for å levere evalueringsskjema, mange spørsmål.» -> Legges i kategori diverse da første oppgitte årsak ikke passer i noen av de andre kategoriene. |

For Q42, eight out of ten categories achieved a matching rate between 89 and 100 %. The category "Taking too much time" got 78 %, and is considered good enough. The last category, "Various", got a matching rate on 55 %. This is a category which collects everything that does not fit otherwise. Initially, there were many more categories, but those that consisted of less than 10 statements were removed as separate categories and rather merged into the various category. It might seem like people have an idea that it is desirable with a minimal amount of statements in this category. It is also not a category that can be misused later, since it consists of "everything", which minimizes the probability of any wrong conclusions made based on the inclusion of this category. We therefore determined that these categories met our reliability criteria. The final categories, their definitions and levels of interrater reliability (reported as percentages) are shown in Table 11 for Q41 and Table 12 for Q42.

**What increases student motivation to participate in SET?** Question 41, about what increases the motivation to participate, was answered of 565 students. The most frequently given motivation factor for participating was "Usefulness of feedback for the subject development", accounting for 40.7 % of the given answers, and "Reward/opportunity to win something", accounting for 19.8 %. Other frequently given answers were: satisfaction with the design of the evaluation itself (6.9 %), to get a report of results and possible changes after evaluation (6.4 %), and strong opinions about the teaching or if one had something concrete to say (6.4 %). See Appendix I for the full frequency tables of question 41.

Even though the answers were approximately the same from those who never or seldom participate in SET (*Low participation*) and those who always participate (*High participation*), there are some small differences worth noting (See Table 13).

The absolutely most frequent answer from both groups was the "Usefulness of feedback for the subject development", which can mean one of the following: (1) Believing that the information is taken seriously and is of importance, (2) that the information is followed up and used / seriously considered, (3) knowing how the information will be used / has been used previously, and (4) having a thought / desire to improve teaching for themselves or others. Also, the category of "Reward/opportunity to win something" was second most reported category for both groups, accounting for 30.3 % in the Low participation group and 13.7 % in the High participation group. The difference is however seen in the category of "Report after evaluation" and "Have something to say". For those who

seldom participate, getting a report after evaluation was a more frequently reported motivation than having something to say, while the opposite was seen for the High participation group.

Table 13

*Frequency table showing the different answers on question 41: What increases the motivation for participating in SET?*

| Categories | Total responses | Low participation (*n* = 109) | High participation (*n* = 102) |
|---|---|---|---|
| Usefulness of feedback for the subject development | 86 | 33.9 % | 48.0 % |
| Reward / opportunity to win something | 47 | 30.3 % | 13.7 % |
| Well-designed evaluations | 13 | 6.4 % | 5.9 % |
| A report after evaluation | 11 | 7.3 % | 2.9 % |
| Good or bad teaching | 10 | 5.5 % | 3.9 % |
| Have something to say | 8 | 1.8 % | 5.9 % |
| Answering in school time | 7 | 2.8 % | 3.9 % |
| Lecturers who cares | 3 | 1.8 % | 1.0 % |
| Various | 26 | 10.1 % | 14.7 % |

**What decreases student motivation to participate in SET?** When telling about what could decrease their motivation for participating (N = 537), the most frequent answer was "That one does not believe it is significant or that the results are taken seriously, for example by not seeing any changes after previous student evaluations", accounting for 34.5 % of the given answers. Following comes "It takes too much time/ too many questions/ have too much to do" (21.6 %), and "Poor formulated/ irrelevant questions or poorly designed evaluation forms" (16 %). See Appendix I for the full frequency tables of question 42.

Also for this question there were some differences in frequencies between the Low participation and High participation group (See Table 14). Both group had the "No faith in evaluation" as the most frequently reported factor for decreasing their motivation, accounting for approximately 30 % and 40 %. For those who never or seldom participated the issue of time were almost equally frequent reported as "No faith in evaluation", followed by "Poorly designed evaluation" in a third place. For those who always participate this order was reversed, and "Poorly designed evaluation" was a more frequently reported factor than "Taking too much time". The drop from the most frequently reported to the second frequently reported reason was a lot bigger in the group for those who always participate than for the Low participation group.

Table 14

*Frequency table showing the different answers on question 42: What can decrease the motivation for participating in SET?*

| Categories | Total responses | Low participation (*n* = 99) | High participation (*n* = 95) |
|---|---|---|---|
| No faith in evaluation | 68 | 30.3 % | 40.0 % |
| Taking too much time | 37 | 27.3 % | 10.5 % |
| Poorly designed evaluation | 26 | 12.1 % | 14.7 % |
| No report afterwards | 9 | 3.0 % | 6.3 % |
| Teachers who do not care | 8 | 1.0 % | 7.4 % |
| Have nothing to say | 8 | 6.1 % | 2.1 % |
| Inconvenient times | 7 | 4.0 % | 3.2 % |
| Little information about evaluation | 6 | 3.0 % | 3.2 % |
| No rewards | 3 | 1.0 % | 2.1 % |
| Various | 22 | 12.1 % | 10.5 % |

Some other differences are seen when looking at the three categories "No report afterwards", "Teachers who do not care", and "Have nothing to say". Those who always participate reports more frequently than those who seldom participate that not getting a report after the evaluation and if teachers do not care are factors that might decrease their motivation. The opposite is seen for the category "Have nothing to say", which is top 4 reported reason in the Low participation group, and least reported in the High participation group.

## General discussion

The main purpose of this study was to determine students' motivation for participating in SET to inform how to increase their response rates in the future. The results of our study indicate that students who seldom or never participate have an initial lack of motivation, and they do not even open the evaluation before deciding to not complete it. They score relatively high on *Autonomy*, *Competence*, and *Relatedness*, but yet feel less autonomy and competence than those who always participate. They also score lower than those in the High participation group on *Engaged in others' participation*, *Meaningfulness*, *Personal value*, *Value for others* and *Willingness to participate*. Common to both groups were that most participants thought that getting a reward would likely increase their motivation to participate. Students also report that they prefer not to use more than 10 minutes per SET. However, the lower reported limit of 5 minutes is suggested as a maximum for the most basic evaluation information, in order to avoid losing those potential participants who are demotivated by long evaluations. Finally, the

two most self-reported reasons for increased motivation for participating in SET was "Usefulness of feedback for the subject development", and "Reward/opportunity to win something". The three most self-reported reasons for decreasing their motivation was "No faith in evaluation", "Taking too much time" and "Poorly designed evaluation".

To investigate students' motivation for participating in SET, we had to develop a fitting questionnaire. This became an important part of this study, and the process and result are discussed. Following comes a thorough review of each hypothesis, and at the end, we will suggest a strategy for increasing the future response rates in SET.

**Tromsø Participation Motivation Scale (TPMS)**

A questionnaire measuring students' motivation and tendencies to participate did not exist at the start of this study, so we created it. Previous research, principles of Self-determination theory, focus group discussions, and the author's own experiences, were used to develop the questions. While previous research and theories assured a theoretically sound foundation for the questionnaire, complementing that with questions based on information from focus groups with student participants ensured a certain degree of face validity, as well.

Two rounds with principal component analyses ensured that needlessly redundant questions were removed, and that the final subscale-items actually measures the constructs of interest. The internal reliability of the subscales was confirmed by results from reliability analyses using Cronbach's alpha.

A few wording changes has been made for some of the questions (see limitations). A final version of the scale can be found in Appendix J. The TPMS measures seem robust, but we welcome to further study to assure its value and generalizability to other student audiences.

**The time students are willing to spend on SET**

Already in the focus group discussions at the beginning of this work, the *matter of time* stood out as an important issue in the decision-making process of whether to participate or not. If the SET is too long and time consuming, some participants suggested that they would check out. It was therefore interesting to see how much time students are willing to use on SET, and whether there is a difference between those who seldom/never participate and those who always participate.

**H1: The time limit.** The first hypothesis was that "students are not willing to spend more than 10 minutes at completing a SET". The answers students were willing to invest ranged from 1 minute to more than an hour, but most students reported that they will not offer

more than 10 minutes per SET, supporting our hypothesis. Also, as expected, those in the High participation group were willing to offer more time than those in the Low participation group. Those who reported 20 minutes or more as their limit accounted for 14 % of the High participation group and 4.2 % of the Low participation group. Even though it is positive that at least some students from both groups seem to be willing to use 20 minutes of their time on completing SET, the 5 minutes limit is of bigger interest (the first top seen on the line graph in Figure 2). Of the Low participation group, 32.2 % stated 5 minutes as their limit, as opposed to the 13.1 % of the High participation group. This indicates that if the SET asks students to invest more than 5 minutes, over 30 % of potential participants may be lost.

**When do students decide not to participate or complete SET?**

Sometimes students decide not to participate at all, or not to complete the evaluation after they've started. To prevent students from choosing not to participate or drop out after they have started, it is important to know what is influencing these choices. Knowing exactly when they make that choice, would be informative for how to try to correct for that. There was not found earlier research investigating this particular problem.

**H2: Timing of the drop out decision.** Our second hypothesis of this study was that "when deciding not to complete a SET, students usually make this decision before they even have started to evaluate, independent of how often they usually participate". If this were the case, we could conclude that the problem is less about how the questions are asked or what they ask about, then we might think.

We found that 61.2 % make the decision to not complete an evaluation before they even have started. However, when comparing those who seldom or never participate against those who always participate, this is particularly the case for the Low participation group. Of the Low participation group, 83.4 % reported that they make the decision before they even start the evaluation. Students from the High participation group answered mainly that they always participated (91.5 %). This is logical considering that the High participation group was defined as those who reported having participated 100 % of the times so far when gotten the opportunity. Nonetheless, of the remaining 8.5 percent, only 3 % reported that they check out before they even start, and ca. 5 % answered that they stop after they have started evaluating, but before they are finished.

These findings might indicate that for those who usually participate, an underlying motivation is present, so it must be something with the evaluation form or its content that provokes a decision of not completing the evaluation for the very few who don't. However,

for those who seldom participate, there is a lack of motivation from the very start. Interestingly, most of those in the Low participation group (56.7 %) reported that they at least open the e-mail about the evaluation, but they just don't go on to open the evaluation itself. This indicates that students get the message and that they do "check it out" before losing interest or just deciding to not participate. It gives us an indication of where changes must be made to get them over that hurdle.

**Different types and degrees of motivation**

By looking at how the Low participation group differ from the High participation group in types and degrees of motivation, we found information of what kind of motivation to focus on in the future. It is important to note that by *type* we mean the various aspects of motivation which we have chosen to focus on in this study. We supplemented the more common forms of motivation, like intrinsic and extrinsic motivation, with measures of e.g. *Meaningfulness*, *Value for others* and *Willingness to participate*.

**H3: The degree of basic psychological needs.** The third hypothesis of this study expected that students who always participate in SET tend to feel to a greater extent than those who seldom or never participate, that their basic psychological needs of competence, autonomy and relatedness are satisfied (with satisfaction, we mean that they get high mean scores on the three SDT variables). This hypothesis was partly supported by our data. First, Autonomy and Competence significantly correlated with the Proportion completed variable. However, there was no correlation with Relatedness, indicating that there is no relation between how often students have chosen to participate and their need to feel belongingness with school, teachers, and classmates. The lack of this relationship was surprising, considering previous research findings about the relation between all three basic psychological needs and self-determined motivation, which if satisfied should contribute to more commitment to complete SET (getting started), greater engagement (sticking with it), among other positive outcomes (Ryan & Deci, 2000a, 2000b). A possible explanation for why Relatedness did not predict participation may be bad wording of the Relatedness items in the questionnaire. Instead of asking students whether they actually feel a relationship with the university, teachers and classmates, we asked if they thought this relationship was important. How important students feel relatedness is and their actually feeling of relatedness may be two different things.

Second, when examining answer response frequencies, we found that students in both the High and Low groups tended to score high on both Autonomy and Competence, though

there was nonetheless a significant difference between groups in their degree of autonomy and competence. For Relatedness, both groups scored in a medium to high range of scores, and did not differ significantly from each other.

These findings indicate that students do tend to feel that their basic self-determination needs are generally satisfied. It is, however, important to consider the fact that our sample may be skewed, and that those who tend not to participate are disproportionally absent from this data set. Unfortunately, we have no way to check this and recommend that future research try to address this gap. If our sample is not sufficiently representative of the SET non-participants, it may have contributed to the relatively high scores for all participants on the self-determination measures.

**H4: Extrinsic motivation – rewards.** The fourth hypothesis predicted that "those who always participate, score lower on *Extrinsic motivation – rewards* than those who seldom/never participate". A significant, but weak negative correlation was found between Proportion completed and Extrinsic motivation – rewards. However, when comparing the Low- and High participation groups, no significant difference was found. Hypothesis three is therefore rejected.

Looking at the measures of central tendencies, it seems like most people, both those who often and those who seldom participate, are more inclined to participate when they get something in return (*Mode* = 5 for both groups). This is in line with one of our focus group findings, where "the opportunity to get a reward" revealed itself as one of several categories. However, it is important to remember that there are many students, in both the High participation and Low participation group, who report that getting a reward does not influence whether they choose to participate.

**H5: Additional TPMS variables.** The fifth hypothesis in this study was that students who often participate in SET score higher on all the other measured motivations, i.e., *Engaged in others' participation*, *Meaningfulness*, *Personal value*, *Value for others* and *Willingness to participate*, than those who seldom participate. The hypothesis was supported by our data.

First, highly significant relations were found among all these motivation variables and the Proportion of SET variable. However, only *Willingness to Participate* showed a strong correlation with completion rates ($r_s = .59$). The Low participation group scored significantly lower on all five motivation variables than those in the High participation group. As far as we

know, there is no previous research that has measured degrees of different motivation types towards students' tendencies to participate.

**What increases and decreases student motivation to participate?**

In addition to what already measured, there might be other factors that affect students' choice to participate. Therefore, we asked students directly what they thought might increase (Q41) and decrease (Q42) their motivation for participating in SET.

**H6: Self-reported motivation for participating in SET.** The sixth hypothesis was that "extrinsic motivation, like getting a reward for participating, is the main motivation for participating in SET for those who seldom or never choose to participate". We already found that there is no significant difference between those who seldom or never participate and those who always participate. The scores on our *Extrinsic motivation - reward* variable indicated that many students think that getting a reward or something else in return will increase their chances for choosing to participate, but also that many students do not think it will influence their participation. When asking students directly what increases and decreases their motivation to participate, the issue of reward stood out as a category related to both decreasing and increasing participation. Interestingly, when looking at the frequency of answers for Q41 and Q42, comparing those who seldom/never participate and those who always participate, the reward issue came as second most reported for both groups when asking what increases their motivation, but lowest for what decreases their motivation. This indicates that offering an incentive for participation may increase the chance of students choosing to participate, while the lack of incentives does not decrease their motivation. Our hypothesis that extrinsic motivation, like getting a reward, is the main motivation for those who seldom or never participate, was partially supported.

The most reported category for what increases students' motivation to participate in SET, for both groups, was "Usefulness of feedback for the subject development". This is a wide category comprised of motivators like the belief that (1) the information is taken seriously and is of importance, (2) the information is followed up and used / seriously considered, (3) the information will be used / has been used previously, and (4) that one has a thought / desire to improve teaching for themselves or others.

**H7: Self-reported reasons for not participating in SET.** The seventh hypothesis was that "all students, both those who often participate in SET and those who do not, will report that *not knowing how the results are used* and *not believing that their feedback is valued* will demotivate them from participating". The hypothesis is only partially supported.

***Feedback – not valued.*** The absolutely most frequent answer on what decreases their motivation to participate in SET was "That one does not believe it is significant or that the results are taken seriously, for example by not seeing any changes after previous student evaluations", supporting one of the predicted main reasons for not participating. Also, in our focus group discussions, *Little faith* stood out as a category, where students experienced SET as "a procedure that does not lead to anything or that one has little faith in".

This skepticism distinguishes the High- and Low participation groups. Those who always participate have more faith in that the SET results will be taken seriously and will be used.

Also, our data show that 28.3 % of all participants scored low on Meaningfulness, i.e., how meaningful they regard SET. This corresponds well with the findings of El Hassan (2009) and Marlin (1987), who reported that ca. 30 % of their students too thought that their feedback was not valued and wouldn't lead to any changes. It is also possible that the percentage of students who think their feedback is not valued or used, is higher among those who did not respond to this survey. This caveat needs to be taken seriously.

***Knowledge about the use of results.*** Not knowing how the SET result is used, did not stand out as a separate category when asking students what demotivates them to participate in SET. The self-reported category of response that was closest to this is "No reports afterwards", which is defined as "not getting information after the evaluation about the results or possible actions". However, only 2.5 % of the Low group and 5.4 % for the High group, mentioned this as a factor that weakens their motivation for participating.

***Other important issues.*** In addition to the *No faith in evaluation* category, two more categories stood out as important issues for decreasing student motivation for participating in SET. *Taking too much time*, accounting for 21.6 % of the given answers, fit with how long students reported being willing to spend on SET. By putting a limit on 5 minutes, most students who begin an evaluation will not feel time as an issue.

The third crucial factor for decreasing student motivation to participate was *Poorly designed evaluation*, accounting for 12.1 % of the Low participation group and 14.7 % of the High participation group. According to our findings on hypothesis 1, where those who seldom/never participate usually decide to not participate before they even have opened the evaluation, but those who always participate make this decision after they have started evaluating, a bigger difference between the groups was expected for this category. A possible explanation for the absence of difference is that the suggested lack of initial motivation for those in the Low participation group, cannot be given as an answer to question 42, "What can

decrease the motivation for participating in SET?". Since the motivation already is low before they even see the evaluation, they must imagine factors that may decrease their motivation instead of referring to something they actually knows weaken it. If this is true, a poorly designed evaluation will primarily decrease the motivation for those who usually participate.

**Additional interesting findings**

In addition to the motivation variables just discussed, we also asked students about whether they (a) are more inclined to answer when they have strong opinions about the teaching, (b) are more willing to participate in SET when given in class rather than on their spare time, (c) like to participate in evaluations, (d) think that SET usually is successful in capturing their experience of the teaching with the questions asked, (e) are told what the SET results will be used for, (f) think that their motivation will increase if they are told which changes that has been made since last evaluation, and (g) think that their motivation will increase if getting a summary of the results from last evaluation.

The results showed us that those who seldom/never participate were different from those who always participate. The Low group reported feeling more inclined to answer when having strong opinions about the teaching, being more willing to participate when the SET is done during class, feeling less enjoyment around participating in evaluations at all, and that fewer feel that SET gives them the opportunity to say what they want or capture the nature of their educational experience.

Regardless of how often they have participated, students seemed to agree that they seldom are told how the evaluation results will be used, and that getting a report of results from previous evaluations and being told which changes may have been made since the last evaluation, will increase their motivation for participate in SET. This supports the importance of "making students aware of the importance of SET", and "to include students in the after-process by telling them what will be done further", as reported by Bennett and Nair (2010). It is also in line with Chen and Hoshower's suggestions that it is important to inform students about how the results will be used prior to administering SET, and later closing the loop by showing how their feedback really is put to use (2003).

However, as one focus group participant said, "They [students] do not always know what is best for them (my translation)" and another pointed out that there will always be different opinions among students. A teacher may change the course one year after feedback from students, however the next year, the new system will also get complaints, and students ask for something more like the old system again. It is not always possible or wise to change a

course every year based on student feedback – particularly if participation is low or the student group is small and heterogenous, but it is still important to explain students why this is. For instance, if the evaluation results are used in comparison with previous results, and these results differ from each other, it is difficult to make changes. Students need to know this. If getting an explanation of why no changes are made, they will at least see how the feedback is taken seriously and used for the end goal to offer the best possible education.

**A suggested communication strategy**

Bennett and Nair (2010) claim that it is fully possible to get high response rates for online SETs, and describe how a faculty on an Australian university achieved a response rate as high as 83.2 % on a web-based SET. According to them, the key is a well-developed communication strategy, which needs to address three different phases of the process: (1) making students and teachers aware of the upcoming evaluation and its importance, (2) use of frequent reminders, and (3) including the students further in the process by thanking them for participating and giving them information about what will be done further.

Our study supports that these steps are important. First, to not know if their feedback will be valued and used was the most reported answer on what could weaken their motivation for participating in SET. Relative to reminders, our focus group participants talked about SET as something that could be easily forgotten, and one student pointed out that if not for getting reminders, she would never participate. Also, it comes out clearly in our data, that there is a lack of information regarding how SET results are used. Also, students really want to be included in the process of considering the results and how these may be used to improve future teaching.

Even if we agree with this communication strategy presented by Bennet and Nair, we must ask the question: is it really that simple? This study has suggested an initial lack of motivation for those who never or seldom participate. The problem is to get them motivated enough to even open the SET evaluation form. It is absolutely possible that enacting some of the phases in Bennet and Nair's communication strategy will increase student motivation for participating. However, we think that it is more to it.

**How to get non-answerers to participate in SET.** We found that higher scores on *Engaged in others' participation*, *Meaningfulness*, *Personal value*, *Value for others*, and *Willingness to participate* is related with High participation. It is therefore important to increase these aspects of student motivation whenever possible. As a start, we have two suggestions. First, if we want students to feel more engaged in others' participation, it is

important to explain them the problem of interpreting results based on low response rates, and how important it is that everybody give their feedback, even if they don't have anything especially positive or negative to say about the teaching. Neutral answers are just as important as the extreme ones. Second, to increase students feeling of SET being meaningful, teachers themselves must show an interest for the evaluation results and tell the students that the feedback will be taken seriously and how the results will be used.

Some of those who seldom or never participate expressed that they are more willing to participate when the SET is given during class rather than in their spare time. To reach these students, SET should first be administered during class time when possible (with follow-up reminders for later). Also, offering something in return for participating, might contribute to more students choosing to participate. However, a lack of incentive, will likely not reduce students' motivation. The reward system can therefore be dropped if one manage to get a successful response rate without it.

**How to get answerers keep answering?** In addition to get the non-answerers to participate, it is just as important that we manage to keep the answerers. At least three issues must be considered when creating and distributing SET in order to not push away those who are typically inclined to answer. First, it is important to avoid poorly designed evaluations. If the questions are poorly formulated, or the evaluation contains typing errors, it is possible that students experience this as lack of seriousness. Second, students should be explicitly informed about how their feedback matters. If no changes were made after prior evaluations, it should be explained why. Third, at least a basic, obligatory part of the evaluation should be short. If the evaluation takes maximum 5 minutes to complete, you will not lose potential participants because of exceeding their time limit.

**Suggestions for a future SET strategy.** Given the above, I offer the following strategy, aimed to increase future response rates in SET.

***Phase 1 – Create a simple and well-formulated questionnaire.*** Avoid long or poorly formulated questions. Be sure that there are no typing errors, or other issues with the form and content that may be experienced as lack of seriousness. The evaluation should not take too long time to complete, preferably not more than 5 minutes. It is also important that the evaluation captures what the students want to convey. Open-ended questions at the end of the questionnaire will enable this. Also, it is possible that some of the students who evaluate the teaching, has been mostly absent from all lessons, and therefore it may be valuable to add a question about how often students have participated in class.

It is suggested that the SET is divided into two parts, one that cover the basics, which all students are strongly recommended to complete (this should take no longer than 5 minutes), and then a second part for those who are willing to spend more time and have more to say.

*Phase 2 – Give good information about SET's value and use.* Before students get access to the evaluation, some proper information must be given. This should include the following: (a) Let the students understand that their feedback is of significance and will be taken seriously, and that the given information will be used for improvement of teaching, when possible; (b) An explanation about the importance of everyone participating, and that neutral answers are just as good as the extremes; (c) A promise that a report of SET results will be given, including a summary of the feedback given, and a conclusion about plans for using the information improve instruction, or, if not, why; and (d) Information about incentives for participating.

*Phase 3 – Distribute the evaluation in class.* It is suggested that a link to the evaluation is given during class. Be sure that enough time is set aside for the evaluation to complete it in the normal class period. However, information about SET and a possibility to participate at another time must also be given to those who didn't come to class that particular day. Digital learning platforms (eg. Fronter) and students' school-mail can be used to reach the remaining students and to send out reminders. Instructors should also remind the students face to face (in class) during the period when the survey is available to students.

*Phase 4 – Give a report back to students.* When the SETs are collected and the results analysed, a decision must be made about how to make use of these results. The conclusion, together with the results, should be given to the students as soon as ready. Use the same sources as you did with the reminders. Remember to include an explanation of why there will be made no changes, if this is the case. This is important for strengthening students' belief in the SET-process and thereby increasing future participation.

This suggested strategy is much alike the one given by Bennett and Nair (2010), however our strategy is more detailed, and includes one more phase. While their strategy focuses on communication only, the results of this study found that SET content, form and length may be of importance for many students' motivation for participating, so we included an extra step to help in the developing phase. Also, in the information phase, we have given a more detailed suggestion for what kind of information should be given (e.g. the importance of pointing out to students that also neutral answers are of significance). Also, this new strategy states that distributing SET in class (first) may increase response rates (2010). More research

on students' motivation for participating in SET is needed, however this new suggested strategy is a good place to start in the process of increasing future response rates.

**Limitations and future directions**

Although this study may provide valuable information for helping increase future response rates in SET, this study is not without some limitations.

**The study sample.** When asking students to answer a questionnaire about their tendencies to complete another questionnaire, it is quite possible that the sample will be skewed in favor of those who tend to respond to digital questionnaires in general. It could be that the students who usually don't participate in SET, didn't bother to answer our questionnaire either. As expected most students in our study reported that they often had participated when given the opportunity. Luckily, we also got a group of students reporting that they seldom or never participated in SET. To get relatively equal sized groups, we had to compare those who seldom/never participated (participated in less than 40 % of possible SETs) against those who had participated a 100 %. This meant that a lot of our sample was not used in our analysis when comparing groups. Also, there is a chance that our Low group is not representative of all those students who never participate in SET. Future research should investigate this.

**Non-parametric tests.** Because our data were skewed and did not meet the assumptions for conducting a t-test, the non-parametric Mann-Whitney U test was used instead. This test is commonly used when distributions are asymmetrical (Nachar, 2008). There are, however, some limitations with the Mann-Whitney U test also. Compared to the t-test, the U test is less powerful, and can give wrongfully significant results (Type-I-error). Yet, the Mann-Whitney U test is one of the most powerful non-parametric tests, and even though it is less powerful than the t-test, there is still very little statistical power that is lost (Nachar, 2008). The possibility for Type-I-error is difficult to adjust for, but one correction than can be made is to increase the significance-level from 0.5 to 0.01 level (Svartdal, 2011). Most of our significant results made that cut (with a $p < .001$), thus it wouldn't change the results we have reported in any notable way. Considering the alternatives, the Mann-Whitney U test was therefore determined to be the safest and most appropriate test when comparing the groups in our study.

**Bad wording of items.** When analysing our data, we discovered some TPMS items that could have been formulated better. These details may have influenced our results, and

deserve some comment.

First, for our Proportion completed question, we asked students how many of possible SETs they have participated in. For the future, the results will be clearer if asking how many they have completed, instead of participated in. In this study, we have interpreted the answer as if "participated in" meant completed, which may have biased our results. However, it is more likely that students interpret this question in terms of SETs they have completed, rather than thinking e.g. "50 % of the SETs I have completed, 50 % I've started to evaluate but didn't deliver, together I have participated 100 %". Changing this wording will then be more a formality, than reducing bias.

Second, as mentioned, our three items from the Relatedness subscale were worded in a way that asked students if they believe that relatedness is important, not if they actually feel a relationship to the university, teachers, and classmates. Future studies should use the reformulated wordings of these items (see Appendix J for our final version of the TPMS). More research must then be done to students' satisfaction of the three basic psychological needs in relation to their tendencies to participate in SET.

Also, Q39 stating "I understand that the number of students who fill out course evaluations is important for how much my own answer matters", can be understood in different ways. The intention was to see whether students understood that the more people that participate, the greater the value of the answers. Another possible way to interpret this statement is that the value of the given answer counts more if fewer people participate. The wording of Q39 should therefore be more precise.

**Open-ended questions.** The answers given on the two last open-ended questions, Q41 (What increases your motivation to fill out course evaluations?) and Q42 (What can decrease your motivation to fill out course evaluations?), were sorted in categories. Some students had reported several factors that could influence their motivation for participating. When multiple answers were given by a single student, the answer was categorised by the first mentioned reason/factor. This mean that for many of our categories, the reported number of answers is actual higher than it seems. It is therefore not given that the seemingly most reported category is the one that actual is on top. However, in our study, there was a large gap between the mentioned "most reported categories" and the less reported categories. It is therefore unlikely that the issue of multiple answers had much impact on our findings.

**Looking for causality.** This study has reported a significant difference between the Low participation group and the High participation group in terms of *Autonomy, Competence,*

*Engaged in others' participation*, *Meaningfulness*, *Personal value*, *Value for others* and *Willingness to participate*. Even though we can refer to a significant difference between those who seldom/never participate and those who always participate in how they score on TPMS variables, we can't tell anything for sure about causality. It would be of great interest to see if higher scores on the mentioned TPMS variables actually increases students' participation rate.

## Conclusion

With response rates sometimes as low as 5.5 % at UiT, SET can't be used as intended, either by students or teachers. When the results from the evaluation are not used, this stokes students' idea that there is no point in evaluating the teaching, which again, potentially reduces the response rate for future SETs. This is a vicious circle that needs to be broken. It is therefore important that we work to get high enough response rates to make good use of the results, for everyone's sake.

In this study we identified some information that might be useful for increasing future response rates in SET. Overall, we found several motivation types that seems to vary between those who seldom or never participate and those who always participate. We infer that *Autonomy*, *Competence*, *Engaged in others' participation*, *Meaningfulness*, *Personal value*, *Value for others* and *Willingness to participate* can influence student motivation for participating in SET, although further research is necessary to determine this. By developing a questionnaire to measure students' motivation and tendencies to participate, our study has provided a good basis for further research.

We also offered a strategy aimed to increase future response rates in SET. This strategy consists of four steps that are justified and described in more detail in the thesis: (1) Create a simple and well-formulated SET questionnaire, (2) Provide good information about SET's value and use prior to distributing the questionnaire, (3) Distribute the questionnaire (first) in class, and (4) Report back to students on the outcome and its potential impact. Though this should logically impact participation positively, we encourage more research to test this.

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## *Appendix A*

## Interview Guide (Norwegian Version)

| Hva vil jeg lære mer om ut fra forskningen? | | Spørsmål til informanter: | Oppfølgingsspørsmål: | Generelle oppfølgingsspørsmål: |
|---|---|---|---|---|
| Hva tror og tenker studenter om studentevaluering av undervisning? | | Hvor nyttig tror dere SET er for forbedring av undervisningskvaliteten? | | Kan du gi et eksempel? |
| | | I hvilken grad klarer studentevaluering av undervisning å måle lærerens og/ellers kursets kvalitet? | I hvilken grad «klarer» studentevaluering av undervisning faktisk å måle det DU syns er viktig å gi tilbakemelding på? | Hva savner du? |
| | | Hva slags informasjon får dere om hvordan resultatene brukes? | Er det noen som tror at student evalueringer blir samlet inn, men så lagt til sides uten å bli sett nærmere på? | |
| | | Er det en forskjell på hvordan du tror resultatene brukes og hvordan du mener de burde brukes? | Burde de som mottar evalueringen vise studentene hvordan de bruker resultatene? Og i så fall, hvordan kan de vise dette? | Kan du beskrive det nærmere? |
| | | Hvem mener dere burde motta evalueringene? | | |
| Hva motiverer studenter til å delta i student evaluering av undervisning? | | Hva øker sjansen for at studenter skal ønske å delta i studentevaluering av undervisningen? | Hvor mye tid orker man å bruke på en slik undersøkelse? Er det her av betydning om man svarer i klasserommet eller hjemme? | |
| | | | Er det viktig med personlig fortjeneste? F.eks. at du selv vil ha mulighet til å oppleve eventuelle justeringer. | På hvilken måte? |
| | | | Kursets faglige innhold, kursets form og gjennomføring og foreleseren er alle typiske faktorer som evalueres. Er det noen av disse som er mer motiverende å evaluere enn andre? | |
| | | | Er tanken om å kunne bidra til rettferdige opprykk og lønnsforhøyelser blant forelesere en motivasjon for å delta i evalueringen? | Her jeg forstått det riktig at...? |
| | | | Øker motivasjonen for å delta hvis resultatet blir tilgjengelige for studenter? | |
| | | | Hvor viktig er det for motivasjonen for å delta at man føler anonymiteten er sikret? | I hvilken retning? |
| | | | Føler dere det er forventet at man deltar? Hvem er det som har forventninger (studenter/lærere)? Hvor mye påvirker dette en faktisk deltakelse? | I hvor stor grad? |
| | | | Hvor mye påvirker forholdet man har til læreren motivasjonen for å delta? | |
| | | Hva kan ødelegge motivasjonen? | | |
| Studenters syn på SET (forts.) | | Hva er de viktigste forskjellene mellom evalueringer gjennomført med penn og papir kontra de som gjennomføres online? | Er det større eller mindre sjans for at man svarer på evaluerings-skjemaer som er online kontra de som fylles ut med penn og papir? | Hvorfor mener du det? |
| | | Hvilken relevans burde læringsutbyttebeskrivelser (læringsmål) ha på evalueringen? | | |
| | | Har dere noen tanker om endringer som burde gjøres på studentevaluering av undervisning? | Hva ville vært fordeler/ulemper med denne måten kontra slik det gjøres i dag? | |

*Appendix B*

Examples of Quotations (Written in Norwegian) From the Focus Group Interviews

SET opplevd som:

**En måte å få sagt sin mening og gi tilbakemeldinger på**

- At man tørr å si det man mein, selv om det kanskje ikke e så hyggelig.
- vi har hadd nån ganga der vi har etterspurt evaluering, førr å, på en måte få sagt i fra
- men i forhold til sånn, hvis det e helt okei liksom, så føle man kanskje at man ikke har så mye å si, og da e det vel lettere førr at man egentlig bare ikke evaluere
- altså det e jo viktig at dæm får tilbakemeldinger på ka som e bra og ka som e dårlig å
- Samtidig som man får gidd tilbakemeldinger te veileder om, eller te emneansvarlig om foreleseran. I forhold til korr flink dæm e å formidle, å sånne ting.
- både om æ har et negativt bilde eller om æ har et positivt bilde av dn her så vil æ, på en måte, sei..sei i fra, førr det e jo, viktig å rose å sånn der når det e nåkka bra, så, å ikkje bare hakke på alt det negative.
- Og Ja!, æ like å gjøre det, for æ like å gi tebakemeldinge
- hvis du får utdelt en sånn ferdig form med fem valg, det e ganske dårlig egentlig. For da har du liksom bare, jaah, den der passa litt, menne ikke så mye. Da e det mye bedre at du bare sætt dæ ned å skriv på et blankt ark, det her va bra, det her va dårlig.
- som sagt jeg elsker seminarledern min, jeg elsker han fortsatt. Han e rå, så jeg måtte bare ta å så gi han full skår på alt.
- Eller at du vil si ifra til han bare at, ja det der syns æ du gjør på en fremraganes måte, fortsett med det, veldig bra!
- det her va veldig bra med undervisningsopplegget dåkkers, det må dåkker fortsette med, det her va ikke fullt så bra, det kan dåkker kanskje, jobbe litt med, så blir det bedre for neste år.

**En prosedyre som ikke fører til noe eller som man har liten tro på**

- man høre atte det e blidd sagt før og at det ikkje e blidd gjort nåkka med det…
- det va liksom et fag da æ fikk høre atte en i fjor eller året over som hadde sendt inn sånn der fire siders vedlegg om liksom ka som burde gjøres og det bære…ble ikke lagt mærke te og såh… å folk gikk inn å evaluerte fleire ganga førr å få fræm poenget, men det bare, bi ikkje gjort nåkka, så då e det jo veldig umotiveranes!
- det har også vorre samme tilbakemelding, veit vi, på akkurat samme ting, år på år på år, så det bi, det verka ikkje som det liksom, det kan fort bagatelliseres, egentlig, de tilbakemeldingen som kjem.
- men, æ vet ikke, hvis æ hadde sagt, eh nåkka kritikk mot ettelleranna punkt da i undervisninga, så vet æ ikke om det, på en måte hadde hadd no å si.. Da tenke æ kanskje hvis flere hadde sagt akkurat det samme, så kanskje at det hadde blidd gjort no, men æ føle liksom at, ja nei, æ vet ikke…Det e viktig menne, det e vanskelig å, jah, tru at man kan endre no liksom..
- hvis du vet at det har vært sånn ti år på rad, å så driv dæm å har spørreundersjøkelsan, åsså e det fortsatt sånn liksom. Da e det sånn, ka, koffår skal æ bruke tid på det, på en måte.
- Så har du jo folk som takle tilbakemeldinger som kritikk da, og bare tenke at ..Nei det der e æ sterkt uenig i shjøl, det der nekte æ å forandre mæ på, førr æ mene at æ har et bra opplegg.

- Eller hvis du vet at spørreundersjøkelsen bare e en formalitet som ikke blir gjort nåkka med. Du høre jo ka folk sir fra forrige år, bare, jaa, dem slakta dem, dem slakta dem, året før gjor dæm det samme, å ingenting e blidd gjort, da kan du bare, jah, gidd ikke, liksom.
- Som oftest tenker jeg det bare legges i en skuff og blir glemt egentlig.
- Men hvis det e sånn her, bare sånn, de fleste e jo ikke sånn skikkelig dårlig, eller, skikkelig, jah… å da har det ikke så særlig stor effekt egentlig.

**Et arbeid man burde få tilbakemelding på**

- Det e jo at man kanskje får ei tilbakemelding på evaluerinnga…Atte.. den som har lest den kan sei at, ja men vi ser at det e mange som meine det å og derfor blir det satt i gang nåkka førr at vi skal førbedre det punktet for eksempel, at vi gjør detta, men kanskje får en liten bekreftelse på, at det e nåkka som blir gjort me det.
- Kan jo vær en slags rapport liksom, det treng ikkje å vær så veldig sånn, dem treng ikkje å ha det derrane grovmateriale me, at det på en måte e slags sammendrag av ka det e.
- Man kan jo og, over lengre tid, sammenlign tilbakemeldingan, og sjå om det liksom går igjen hele tia. For å sjå om det faktisk har skjedd nåkka.
- Men der e bra, sånn som han nevnte i ste, at dem faktisk tar opp tidligere ting som har skjedd og blidd forandra på, som følge av…
- Man kunne jo fådd tilbakemelding, for eksempel, hvis du gjør en sånn undersøkelse per e-post, at dem skriv sånn, okei vi har sedd igjenna di der evalueringsskjemaan, og kommen frem til at det e alt for mye databruk. Altså sånn at man, okei dem har faktisk sedd igjennom det. I forhold te, du høre aldri mer nått i fra dem på en måte, og du, egentlig vet du jo ikke ka som skjer med klassn under dæ, eller, egentlig. Så det e jo ikke du som vil se forbedringen uansett, med mindre du har en professor som følge dæ da. At man får litt sånn tilbakemelding på ka det e som har skjedd og resultatan.
- Så kanskje, kan man tenke åsså litt mer langsiktig, at man viser at, ved hjelp av de her evalueringan så har kanskje gjennomsnittskarakteren i studiet gådd oppover, eller noe sånt. At man faktisk ser en effekt.

**En mulighet til å endre undervisningen**

- da må forelesern være innstilt på å faktisk endre hvis han ser at det trengs, at det ikkje bare e sånn der, ja nu har æ opplegg å det, at det blir sånn da, åsså e det ikke så nøye liksom, men at faktisk at det blir tadd hensyn til da.
- Æ tenke at hvis studentan faktisk vet at det e ønskelig fra foreleseran å genuint forandre litt på, på kordan dæm gjennomføre, så trur æ nok dæm hadde vært positiv te det uansett…både midtveis og sluttevaluering.
- Æ trur det brukes til, mye til sånn forbedring, i hvertfall sånn hos oss da korr dæm har systematisk hvert år, å, gjennom alle klassan, sånn at dæm kan gå å se, førr eksempel, ja okei nu kutta vi ut videoen, syns dæm det blei nåkka bedre eller e dem fortsatt negativ til, altså, at dæm bruke det førr å gjøre det beste ut av forelesningen da
- de lærerne det gjelder, de lektoran det gjelder, skal egentlig se igjennom, dii evalueringan. Se om det e noe de faktisk kan lære, og forandre, forbedre det som kan forbedres.
- man ser jo at det faktisk e en effekt av at du deltar, at du har faktisk mulighet til å påvirke noe, gjøre en forskjell. Personlig mener jo jeg det e ganske motiverende.

**Noe som lett går i glemmeboka**

- førr mæ så e det mer sånn her…eh, situasjonsbetinga. Eh, på en måte, huske æ på det, orke æ, gidd æ, litt sånn der da.
- æ har gjort det hvis æ kommer på det, eh men..ja nei..
- Æ trur æ har opplevd liksom at æ, har tenkt at æ sku svar, men på, liksom på nett, eller på mail da, så har æ ikke gjort det, eh for at, ja det har bare ikke skjedd, å så har æ fådd en ny sånn påminnelse som, du har ikke svart, å sånn å…å da føle æ litt sånn der ..eller altså sånn, daa, da har æ lett for at æ , ja, at okei æ gjør det nu liksom. Når man får en sånn påminnelse.
- Æ føle åsså at det e lettere hvis det e lagt inn tid til det i selve timen, førdi hvis æ ska gjøre det etterpå så blir det fort sånn atte æ enten gløm det eller så bare ork æ ikke.

**Et ork eller en bortprioritering**

- Å æ har vel, æ har gjort det, av og til, men ofte så, blir det til at æ, ikke, egentlig prioriter det så mye, førdi at æ føl ofte at det kan bli et ork eller at det ikke e så nøye.
- Det treng liksom ikke å vær så veldig detaljert, førr det gidda de fleste ikkje
- dæm bruke å sende sånn mail med link på så vi egentlig bare treng å trøkke inn på den, men forde så orske man ikke å gjøre det.
- Eeh, det, av og til hvis det e sånn gavekort å sånn dær, kanskje man orsk, menneh, det e egentlig ganske sjeldent at æ svare på dæm, eller i det hele tatt e inne å ser ka det e dæm spør etter.
- Det e vel mer eller minner at e ikkje gidd.
- for at jag skal delta, så most nån, den som behøver informasjonen, gje meg papperet å sej; fyll i. For annars kommer jag antageligen inte å, å delta.
- seier dom at det finnes en link her og her som ni skal trycka på og gå inn på og alt det her, så, jag kommer inta å gjøra det, førr det e bare sånn, jag kommer at glømma bort det eller det kommer bare å kjennas førr mycket jobb, fast det engligen inte als nån jobb.

**Noe som burde settes av tid til i undervisningstimen**

- Æ tenke at hvis man skal gjøre det hjemme så blir det mest sannsynligvis ikke gjort. Sånn egentlig, så hvis foreleser sett av en ti minutt på slutten eller no sånt å tar den evalueringa så..så blir det faktisk gjort.
- Æ ville i hvertfall foretrekka å gjort det i timen.. Vil ikke bruk no ekstra tid på det der…
- hves den herrane forelesern bare tar det på slutten av forelesninga å levere ut her kan dåkker svare på det før dåkker går, så trur æ fleire gjør det enn hvis man får mail på, kan du svare på
- Det e lætt å ignorer en mail hvertfall, men når du får den servert i en time, så e det litt vanskelig å bære gå.
- Kanskje på mail, men bæst i undervisninga
- Altså hvis du e på klasserommet, og lærern sir for eksempel, ja nu har vi satt av en time til at dåkker skal gjøre det her, men den e gjort på ti minutt, så bare gjør den, så kan dåkker gå. Da sætt du dæ ned å tenke, åja, det tar egentlig en time, men æ e ferdig på ti minutt, da kan æ gjøre det litt skikkelig.

**En måte å få premie/belønning på**

- så hadde æ aldri svart på undersøkelse, hvis det ikke hadde vært premie!
- Premie, ja!
- Ha ei lita gulrot å strekke sæ etter.

- Nei, premie e absolutt den viktigste. At du liksom får nåkka..
- Der e det jo sånn at man, du f.eks. e delt inn i sånne gruppe da, og så kan man vinne sånn gruppepremie. Og da e det jo veldig sånn her at man, skal få alle, altså at det blir på en måte sånn, ehm, det va liksom de gruppen med flest, eh, som hadde, flest stemma da som, som hadde, at man på en måte gjør det litt til en konkurranse. Det va veldig motiveranes! Og da va det veldig sånn, ja, har alle svart på den der, neivel da gjør du..

**Noe som burde være enkelt og ta kort tid å gjennomføre**

- Åsså må terskeln være ganske litn førr å delta, at det ikkje tar 10 og 20 minutt å gå igjenna den evalueringa. At det kanskje e nå, at du kan, ha fire forskjellige spørsmål der du gjer en skala fra 1 til 10 eller 1 til 4, og så har du en sånn boks på slutten der du kan komme me nån kommentara. Det treng liksom ikke å vær så veldig detaljert, førr det gidda de fleste ikkje, da kan man jo legg ved et vedlegg.
- Å vess den e veldig lang så trur æ åsså at, æ ikkje ville ha, vært motivert..
- sånn 5- 10 minutt okei
- bør ikke være mer enn ett A4-ark med enkle spørsmål tenke æ, hvis det e sånn ark, ellers må man jo bare ha en sånn fokusgruppe med to-tre på hvert emne som diskutere det med veileder.
- Æ tenk det bør ta under 10 minutt, å gjennomføre en sånn..ikke no mer enn det.
- enke du burde være sånn 3 minutt, hvis du e spesielt interessert så kan du jo bruk, så bruka man jo mer tid, hvis man har nått å sei. Men hvis man skal ha mange til å bli med så..burde det være ganske, ganske lætt å være med.
- ja vi hadde evaluering under praksis, da fikk veileder sånn feedback, smileyface, fra sur te glad liskom… Veldig enkelt, sånn at det bare e å trykk her, trykk her, trykk her liksom. Hvis det blir veldig komplisert, at du skal rangere det fra en til ti eller whatever, så blir det veldig sånn, aah, ka ska æ svare, nei æ gidd ikke…
- da må du passe på at du ikke har litt sånn, alt for stor skala, sånn.. korr godt syns du han klarte å undervis på tavla? 1-9, njaa… Da kan du ha sånn, enten god, middels, bra, for eksemepel, for å holde det veldig enkelt.
- jo mer spørsmål det, jo mindre sannsynlighet e det førr at man gidd å delta.
- Sånn rundt fem minutt kanskje
- Altså når jeg ser en 15-20 minutter, så frister det ikke.
- jo mer spørsmål det, jo mindre sannsynlighet e det førr at man gidd å delta.

**Noe man ikke tjener på selv**

- da e jo liksom æ gådd videre ååh, har på en måte glømt det faget eller glømt dem læreran som man kanskje hadde nåkka å utsette på, eller sånn, æ hadde nåkka å..sei på.
- Og man forsøker jo å hjelpe til førr man vet at det vil liksom komma å forbetra, menne, inte bryr man seg så gjette mycket heller, for man vet at man aldri kommer å ta den her kursen igjen
- du høre aldri mer nått i fra dem på en måte, og du, egentlig vet du jo ikke ka som skjer med klassn under dæ, eller, egentlig. Så det e jo ikke du som vil se forbedringen uansett, med mindre du har en professor som følge dæ da.
- Førr det e jo liten sannsynlighet uansett at du, du har jo hadd dem foreleseran, så du får jo egentlig ikke nått igjen førr det. Det e jo veldig fin tanke at de andre får det, menneh [flirer] nei.

**Et potensielt misvisende mål på undervisningskvalitet**

- Men æ trur også at det kan være fort førr studenta å, eeh, altsåå, ska liksom ha det så lætt og enkelt, å ikkje heilt skjønna koffår alt sammen e satt opp sånn som det e, å at det kan jo åsså være avhengig av korr masse tiltro professorn har å sånn der at, man kan jo ikkje bli mata heller, så…nån av evalueringen e jo bare tull. At det liksom bare..jah, studenta kreve rett og slett for mykkje.
- ei det kan vel overspeile litt, hvis man har en foreleser som, som man mislike av mange grunna, men kanskje ikke akkurat det faglige, så trur æ nok at det kan overskygge litt da hvis man… når man skal evaluere den der forelesern, at enkelte faktora spille, sånn..fordeom det faglige va veldig bra så trur æ nok at enkelte faktora kan spille inn og gjøre det, liksom rangere det dårligar fordi at man har et negativt bilde av selve forelesarn, og den fremtoninga den her forelesarn har
- Og som oftest så e det vel ikke så veldig store forandringer man kan faktisk gjøre ved å se på di heranneher. Det er jo feilkilder der, og så e det jo..ja, jeg vet ikke, ka kan man faktisk forandre?
- Det er jo litt heuristikker, ikke sant, at i stedet for å svare på hva som er bra, eh, så svarer man om man liker liksom lærerne eller liker studie, i stedetfor om det faktisk e, eeh, om, om man faktisk lærer, om det e effektiv læring.
- Ja hvis de vet hva de faktisk trenger. Altså, e tilbakemeldingan demmers alltid det som faktisk e riktig og for alt, det ekke sikkert de liksom, har den kunnskapen til å gi, eh, tilbakemeldinger.
- jeg tenker at generelt så kan det være slik at de ikke vet alltid, hva som er best for dem, på en måte.
- trur det kommer veldig mye an på trynefaktor faktisk. Om du like den som undervise.
- ofte på sånne undersøkelsa så e det jo dem som har sterke meninger, hvertfall hvis det e frivillig, å sånn der, som svare, og da får du jo ikke alltid helt korrekt syn av, altså ja.. Hvis liksom, ti støkka i en klasse på 20 elske forelesern, og resten ikke har ei formening og en syns det e dårlig, så går jo de ti inn å skriv seks på han, eller ikke sant, eller fem stjerne da på en måte, og så ser det ut som han her e den beste forelesern ever, sell om det bare va at ti stykka likte han veldig godt.
- Man evaluer jo litt etter ke man får i resultat shjøl i faget. Så ein ting kunne jo faktisk ha vørri at, altså heilt anonymt, bare skriv inn den karaktern du fekk i faget, og så liksom, at den kobles te evalueringa di. Du sjer et mønster, ikke sant.
- det e så, altså, førr mange, førskjellige meninge, nån mene kanskje at den forelesern va helt super, åsså mene nån at han va helt forferdelig, å sånn der. Nån like powerpoint og nån like tavleundervisning. Så det e jo litt sånn der eeh, det har kanskje nått å si på nån punkta, menne, som regel så e jo folk uansett uenig, altså innad i…

**En måte å hjelpe på**

- hadde æ satt pris på at dæm som gikk året før mæ hadde gjort det? Ja! Så. Gjør mot andre som du vil at andre skal gjøre mot dæ shjøl.
- personlig blir jeg motivert av tanken på at jeg kan hjelpe andre, og at andre kan ha nytte av den tilbakemeldinga jeg gir

*Appendix C*

The Pilot Questionnaire (Norwegian Version)

**Les dette først:**

Du er invitert til å delta i en studie som undersøker studenters syn på studentevaluering av undervisning.

**Prosjektets hensikt:** Studentevalueringer gjennomføres på årlig basis og er tenkt som en pålitelig måte for studenter å komme med tilbakemeldinger på hva de tenker og mener om sine emner/program. Men fungerer evalueringene slik de skal? Studien har som hensikt å finne ut hva som påvirker studentenes deltakelse i å evaluere undervisningen. Derfor undersøker vi hvorfor studenter gjennomfører emneevalueringer, og hvis de evt. ikke gjør det, når og hvorfor det stopper opp.

Denne studien blir gjennomført av MA student Anniken Hoel til masteroppgaven sin med veileder Tove I. Dahl.

**Frivillig deltakelse:** Det er frivillig å delta i studien. Dersom du bestemmer deg for å delta, kan du likevel trekke deg på et hvilket som helst senere tidspunkt.

**Anonymitet:** All informasjon skal være anonym. Vi ber deg derfor om å ikke skrive navnet ditt på undersøkelsen. Dersom noens navn skulle bli nevnt, vil disse likevel ikke bli lagret i datafilen.

**Spørsmål og kontaktinformasjon:** Du må gjerne stille oss spørsmål. Dersom spørsmålene dukker opp ved et senere tidspunkt i studien kan du kontakte oss på e-post:

Anniken Hoel (aho049@uit.no), MA student      Tove I. Dahl (tove.dahl@uit.no), Professor
Institutt for psykologi ved UiT Norges arktiske universitet

Les spørsmålene grundig og svare så godt du kan. ☺

**Bakgrunnsopplysninger:**

**1. Kjønn:**

**2. Alder:**

**3. Nåværende studieretning:**

**4. Antall semester i høyere utdanning (inklusiv dette semesteret):**

**5. Navn på universitet/høyskole du studerer på:**

| | Svar i % |
|---|---|
| 6. Av alle emnene du har tatt hittil i høyere utdanning, hvor mange av mulige evalueringer tror du at du har deltatt på? | |

*Nedenfor tar vi utgangspunkt i en situasjon hvor du velger å ikke fullføre emne-evalueringen som er sendt til deg elektronisk. Tenk deg at du har fått en e-post som inneholder kort informasjon om evalueringen og en lenke til selve evalueringsskjemaet. Sett kryss foran det alternativet som du tror best beskriver hvor du har valgt å avbryte tidligere.*

| 7. De gangene jeg eventuelt ikke fullfører en studentevaluering stopper prosessen som oftest opp (velg et alternativ): |
|---|
| a) Ved å ikke en gang lese e-posten med lenken til evalueringsskjemaet. |
| b) Etter jeg har åpnet og sett hva e-posten handler om, men før jeg klikker meg inn på evalueringsskjemaet. |
| c) Etter å ha klikket meg inn og lest instruksen i selve evalueringsskjemaet. |
| Etter jeg har begynt å svare, men oppdager at… <br> d1) spørsmålene er formulert på en måte jeg ikke liker. <br> d2) spørsmålene ikke gir svar på det jeg ønsker å si. <br> d3) jeg har mer igjen å svare på enn jeg er villig til å bruke mer tid til. <br> d4) jeg kjeder meg. <br> d5) annet (spesifiser): |

*Nedenfor står forskjellige utsagn knyttet til studenter og studentevaluering av undervisning. Vi vil vite hvordan du opplever at situasjonen er, ikke hvordan du ønsker at den skal være. Vis hvor enig eller uenig du er i hver av påstandene ved å sette et kryss i ruten for det tallet du synes stemmer best for deg.*

| | Helt uenig 1 | 2 | 3 | 4 | Helt enig 5 | Vet ikke 0 |
|---|---|---|---|---|---|---|
| 1. Jeg pleier å fylle ut studentevalueringer for emner jeg har tatt. | | | | | | |
| 2. Jeg fyller gjerne ut evalueringsskjemaer for å gi tilbakemeldinger. | | | | | | |
| 3. Jeg pleier å svare med en gang jeg får tilsendt/utdelt skjemaet. | | | | | | |
| 4. Forholdet jeg har til læreren påvirker om jeg deltar eller ikke i evalueringen av undervisningen. | | | | | | |
| 5. Jeg er mer tilbørlig til å svare når jeg har sterke meninger om undervisningen. | | | | | | |

| | Helt uenig 1 | 2 | 3 | 4 | Helt enig 5 | Vet ikke 0 |
|---|---|---|---|---|---|---|
| 6. Studentevalueringer av undervisning er bortkastet tid. | | | | | | |
| 7. Jeg synes det er givende å svare på emne-evalueringer. | | | | | | |
| 8. Jeg føler at jeg kan lære noe ved å gjennomføre evalueringer av undervisningen. | | | | | | |
| 9. Jeg liker å fylle ut evalueringsskjemaer. | | | | | | |
| 10. Jeg har et mål i sikte når jeg utfører studentevalueringer. | | | | | | |

| | Helt uenig 1 | 2 | 3 | 4 | Helt enig 5 | Vet ikke 0 |
|---|---|---|---|---|---|---|
| 11. Jeg vet hva studentevalueringene skal brukes til. | | | | | | |
| 12. Jeg bruker evalueringene til å straffe forelesere. | | | | | | |
| 13. Jeg bruker evalueringene til å gi ros til forelesere. | | | | | | |
| 14. Jeg ønsker å uttrykke mine meninger om undervisningen. | | | | | | |
| 15. Jeg er mer tilbøyelig til å delta i studentevalueringer når jeg er med i trekningen av en «premie» for å delta. | | | | | | |

| | Helt uenig 1 | 2 | 3 | 4 | Helt enig 5 | Vet ikke 0 |
|---|---|---|---|---|---|---|
| 16. Jeg er mer tilbøyelig til å svare når jeg får noe igjen for å delta. | | | | | | |
| 17. Jeg liker å få noe når jeg bruker tid på å evaluere undervisningen. | | | | | | |
| 18. Hva man får igjen for å fylle ut evalueringsskjemaer betyr noe for om jeg gjør det. | | | | | | |
| 19. Jeg tror lærerne blir sur om jeg ikke fyller ut evalueringsskjemaet. | | | | | | |
| 20. Å ikke evaluere undervisningen har en negativ konsekvens for meg. | | | | | | |

| | Helt uenig 1 | 2 | 3 | 4 | Helt enig 5 | Vet ikke 0 |
|---|---|---|---|---|---|---|
| 21. Jeg misliker sterkt e-poster som purrer om å fylle ut evalueringsskjemaer. | | | | | | |
| 22. Jeg forstår alltid hva de spør etter når jeg evaluerer undervisningen. | | | | | | |
| 23. Jeg evner å svare ærlig og nøyaktig når jeg evaluerer undervisningen. | | | | | | |
| 24. Jeg evner å gjennomføre en evaluering av undervisning på en god og nøyaktig måte. | | | | | | |
| 25. Jeg evaluerer undervisningen helt frivillig. | | | | | | |

| | Helt uenig 1 | 2 | 3 | 4 | Helt enig 5 | Vet ikke 0 |
|---|---|---|---|---|---|---|
| 26. Jeg evaluerer undervisningen fordi jeg ønsker å gjøre det. | | | | | | |
| 27. Jeg evaluerer undervisningen fordi det fører meg mot en personlig gevinst. | | | | | | |
| 28. Jeg evaluerer undervisningen fordi det styrker selvfølelsen. | | | | | | |
| 29. Jeg evaluerer undervisningen for å få belønning. | | | | | | |
| 30. Jeg evaluerer undervisningen for å unngå straff. | | | | | | |

| | Helt uenig 1 | 2 | 3 | 4 | Helt enig 5 | Vet ikke 0 |
|---|---|---|---|---|---|---|
| 31. Jeg evaluerer undervisningen uten noen plan eller mål. | | | | | | |
| 32. Det er viktig for meg å føle tilhørighet til universitetet | | | | | | |
| 33. Det er viktig for meg å føle tilknytning til medstudenter. | | | | | | |
| 34. Det er viktig for meg at lærerne vet hvem jeg er. | | | | | | |
| 35. Resultatet fra evalueringer påvirker fremtidig undervisning. | | | | | | |

| | Helt uenig 1 | 2 | 3 | 4 | Helt enig 5 | Vet ikke 0 |
|---|---|---|---|---|---|---|
| 36. Jeg tror mitt bidrag gjennom studentevalueringen vil føre til positive endringer. | | | | | | |
| 37. Jeg tror ikke evalueringen blir brukt av de som mottar dem. | | | | | | |
| 38. Lærerne tar studentevalueringene seriøst. | | | | | | |
| 39. Lærerne er åpne for å forbedre undervisningen. | | | | | | |
| 40. Jeg føler at studentevalueringer av undervisning tjener meg selv. | | | | | | |

| | Helt uenig 1 | 2 | 3 | 4 | Helt enig 5 | Vet ikke 0 |
|---|---|---|---|---|---|---|
| 41. Studentevalueringer av undervisning er et verdifullt redskap for å hjelpe meg reflektere over undervisningens innhold. | | | | | | |
| 42. Studentevalueringer av undervisning er et verdifullt redskap for å hjelpe meg reflektere over hva jeg har lært. | | | | | | |
| 43. Studentevalueringer av undervisning er et verdifullt redskap for at min stemme skal telle i fagets utvikling. | | | | | | |
| 44. Studentevalueringer er et verdifullt redskap for kvalitetssikring av emnet. | | | | | | |
| 45. Studentevalueringer er et verdifullt redskap for kvalitetssikring av undervisningen. | | | | | | |

| | Helt uenig 1 | 2 | 3 | 4 | Helt enig 5 | Vet ikke 0 |
|---|---|---|---|---|---|---|
| 46. Studentevalueringer er et verdifullt redskap for å hjelpe andre studenter. | | | | | | |
| 47. Studentevalueringer er et verdifullt redskap for å hjelpe lærerne. | | | | | | |
| 48. Studentevalueringer er et verdifullt redskap for å hjelpe de fagansvarlige for et emne. | | | | | | |
| 49. Studentevalueringer er et verdifullt redskap for å hjelpe universitetet å tilby et bedre emne i neste omgang. | | | | | | |
| 50. Studentevalueringer av undervisning er nyttig. | | | | | | |

| | Helt uenig 1 | 2 | 3 | 4 | Helt enig 5 | Vet ikke 0 |
|---|---|---|---|---|---|---|
| 51. Studentevalueringer av undervisning klarer å måle lærerens undervisningskvalitet. | | | | | | |
| 52. Studentevalueringer av undervisning klarer å måle emnets kvalitet. | | | | | | |
| 53. Studentevalueringer klarer godt å fange min opplevelse av undervisningen. | | | | | | |
| 54. Studentene blir fortalt hva resultatene av evalueringen skal brukes til. | | | | | | |
| 55. Jeg er villig til å evaluere undervisningen på min egen fritid. | | | | | | |

| | Helt uenig 1 | 2 | 3 | 4 | Helt enig 5 | Vet ikke 0 |
|---|---|---|---|---|---|---|
| 56. Motivasjonen for å delta ville økt hvis jeg fikk et sammendrag av resultatet fra forrige studentevaluering. | | | | | | |
| 57. Motivasjonen for å delta ville økt hvis jeg fikk vite hvilke endringer som er gjort med undervisningen siden forrige studentevaluering. | | | | | | |
| 58. Studenter kan kreve urimelige forandringer når de evaluerer undervisningen. | | | | | | |
| 59. Studentevalueringer pleier å gi meg mulighet til å si det jeg ønsker å formidle. | | | | | | |
| 60. Det å hjelpe andre motiverer meg til å delta i studentevalueringer av undervisningen. | | | | | | |

Hvor mange minutter er du villig til å sette av for å evaluere undervisningen?

Hva øker motivasjon for å delta i studentevaluering av undervisning?

Hva kan svekke motivasjonen for å delta i studentevaluering av undervisning?

Har du noen kommentarer til spørsmålene eller temaet må du gjerne dele det med oss i det åpne kommentarfeltet.

**Takk for din deltakelse!**

*Appendix D*

Tromsø Participation Motivation Scale (Norwegian Version)

# Tromsø Participation Motivation Scale  (TPMS)

**Les dette først:**

Bli med på en undersøkelse om studenters motivasjon for å delta i evaluering av undervisning!

**Prosjektets hensikt:** Studentevalueringer gjennomføres på årlig basis. De er tenkt som en pålitelig måte for studenter å komme med tilbakemeldinger på hva de tenker og mener om sine emner/program. Men fungerer evalueringene slik de skal? Vi vil finne ut hva som påvirker studentenes motivasjon for å evaluere undervisning. Derfor undersøker vi hvorfor studenter gjennomfører emneevalueringer, og hvis de evt. ikke gjør det, når og hvorfor det stopper opp.

Denne studien blir gjennomført av MA student Anniken Hoel til masteroppgaven sin med veileder Tove I. Dahl.

**Frivillig deltakelse:** Det er frivillig å delta i studien. Dersom du bestemmer deg for å delta, kan du likevel trekke deg på et hvilket som helst senere tidspunkt.

**Anonymitet:** All informasjon skal være anonym. Vi ber deg derfor om å ikke skrive navnet ditt på undersøkelsen. Dersom noens navn skulle bli nevnt, vil disse likevel ikke bli lagret i datafilen.

**Gevinst for deltakelse:** Det tar 10-15 minutter å fylle ut spørreskjemaet, og de som fullfører kan være med i en trekning av kino-gavekort, kantine-klippekort og flakslodd.

**Spørsmål og kontaktinformasjon:** Du må gjerne stille oss spørsmål. Dersom spørsmålene dukker opp ved et senere tidspunkt i studien kan du kontakte oss på e-post:

Anniken Hoel (aho049@uit.no), MA student          Tove I. Dahl (tove.dahl@uit.no), Professor
Institutt for psykologi ved UiT Norges arktiske universitet

Les spørsmålene grundig og svare så godt du kan. ☺

**Bakgrunnsopplysninger:**

**1. Kjønn:**

**2. Alder:**

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**4. Antall semester i høyere utdanning (inklusiv dette semesteret):**

**5. Navn på universitet/høyskole du studerer på:**

| 6. Bruker du å fylle ut emne-evalueringer? Huk av for alternativet som best beskriver din situasjon. |
| --- |
| a) Jeg har aldri fått tilbudet om å delta i evaluering av undervisningen. |
| b) Jeg har fått tilbudet, men har likevel ikke deltatt i evaluering av undervisningen. |
| c) Jeg velger noen ganger å delta i evaluering av undervisningen når jeg får tilbudet. |
| d) Jeg deltar som oftest i evaluering av undervisningen når jeg får tilbudet. |

|  | <20 % | 30-40 % | 50 % | 60-70 % | 80-90 % | 100 % |
| --- | --- | --- | --- | --- | --- | --- |
| 6B. Av alle emnene du har tatt hittil i høyere utdanning, hvor mange av mulige evalueringer tror du at du har deltatt på? Velg det alternativet som passer best. |  |  |  |  |  |  |

| 7. De gangene jeg eventuelt ikke fullfører en studentevaluering stopper prosessen som oftest opp (velg kun ett alternativ): |
| --- |
| a) Ved å ikke en gang lese e-posten med lenken til evalueringsskjemaet. |
| b) Etter jeg har åpnet og sett hva e-posten handler om, men før jeg klikker meg inn på evalueringsskjemaet. |
| c) Etter å ha klikket meg inn og lest instruksen i selve evalueringsskjemaet. |
| d) Etter jeg har begynt å svare, men oppdager at…<br>    1) spørsmålene er formulert på en måte jeg ikke liker.<br>    2) spørsmålene ikke gir svar på det jeg ønsker å si.<br>    3) jeg har mer igjen å svare på enn jeg er villig til å bruke mer tid til.<br>    4) jeg kjeder meg.<br>    5) annet (spesifiser): |
| e) Dette gjelder ikke meg. Jeg svarer alltid på skjemaene. |

*Nedenfor står forskjellige utsagn knyttet til studenter og studentevaluering av undervisning. Vi vil vite hva du selv opplever (ikke hvordan du ønsker at det skal være). Vis hvor enig eller uenig du er i hver av påstandene ved å sette et kryss i ruten for det tallet du synes stemmer best for deg.*

| | Helt uenig 1 | 2 | 3 | 4 | Helt enig 5 | Vet ikke 0 |
|---|---|---|---|---|---|---|
| 1. Jeg pleier å fylle ut studentevalueringer for emner jeg har tatt. | | | | | | |
| 2. Jeg fyller gjerne ut evalueringsskjemaer for å gi tilbakemeldinger. | | | | | | |
| 3. Jeg pleier å svare med en gang jeg får tilsendt/utdelt skjemaet. | | | | | | |
| 4. Jeg ønsker å uttrykke mine meninger om undervisningen. | | | | | | |
| 5. Jeg evaluerer undervisningen helt frivillig. | | | | | | |
| 6. Jeg evaluerer undervisningen fordi jeg vil gjøre det. | | | | | | |

| | Helt uenig 1 | 2 | 3 | 4 | Helt enig 5 | Vet ikke 0 |
|---|---|---|---|---|---|---|
| 7. Jeg er mer tilbøyelig til å svare når jeg får noe igjen for å delta. | | | | | | |
| 8. Jeg er mer tilbøyelig til å delta i studentevalueringer når jeg er med i trekningen av en «premie» for å delta. | | | | | | |
| 9. Jeg føler at studentevalueringer av undervisning tjener meg selv. | | | | | | |
| 10. Jeg tror evalueringen blir brukt av de som mottar dem. | | | | | | |
| 11. Lærerne tar studentevalueringene seriøst. | | | | | | |
| 12. Lærerne er åpne for å forbedre undervisningen. | | | | | | |

| | Helt uenig 1 | 2 | 3 | 4 | Helt enig 5 | Vet ikke 0 |
|---|---|---|---|---|---|---|
| 13. Jeg evner å svare ærlig og nøyaktig når jeg evaluerer undervisningen. | | | | | | |
| 14. Jeg evner å gjennomføre en evaluering av undervisning på en god og nøyaktig måte. | | | | | | |
| 15. Jeg forstår alltid hva de spør etter når jeg evaluerer undervisningen. | | | | | | |
| 16. Det er viktig for meg å føle tilknytning til medstudenter. | | | | | | |
| 17. Det er viktig for meg å føle tilhørighet til universitetet. | | | | | | |
| 18. Det er viktig for meg at lærerne vet hvem jeg er. | | | | | | |

| | Helt uenig 1 | 2 | 3 | 4 | Helt enig 5 | Vet ikke 0 |
|---|---|---|---|---|---|---|
| 19. Studentevalueringer er et verdifullt redskap for å hjelpe lærerne. | | | | | | |
| 20. Studentevalueringer er et verdifullt redskap for å hjelpe universitetet å tilby et bedre emne i neste omgang. | | | | | | |
| 21. Studentevalueringer er et verdifullt redskap for å hjelpe andre studenter. | | | | | | |
| 22. Studentevalueringer av undervisning er et verdifullt redskap for å hjelpe meg reflektere over hva jeg har lært. | | | | | | |
| 23. Studentevalueringer av undervisning er et verdifullt redskap for å hjelpe meg reflektere over undervisningens innhold. | | | | | | |
| 24. Jeg føler at jeg kan lære noe ved å gjennomføre evalueringer av undervisningen. | | | | | | |

| | Helt uenig 1 | 2 | 3 | 4 | Helt enig 5 | Vet ikke 0 |
|---|---|---|---|---|---|---|
| 25. Jeg pleier å ha et mål i sikte når jeg utfører studentevalueringer. | | | | | | |
| 26. Jeg svarer på evalueringene for å straffe forelesere. | | | | | | |
| 27. Jeg svarer på evalueringene for å gi ros til forelesere. | | | | | | |
| 28. Jeg er mer tilbøyelig til å svare når jeg har sterke meninger om undervisningen. | | | | | | |
| 29. Jeg er mer villig til å evaluere undervisningen i undervisningstimen enn på min egen fritid. | | | | | | |
| 30. Jeg liker å fylle ut evalueringsskjemaer. | | | | | | |

| | Helt uenig 1 | 2 | 3 | 4 | Helt enig 5 | Vet ikke 0 |
|---|---|---|---|---|---|---|
| 31. Studentevalueringer pleier å gi meg mulighet til å si det jeg ønsker å formidle. | | | | | | |
| 32. Studentevalueringer klarer godt å fange min opplevelse av undervisningen. | | | | | | |
| 33. Jeg blir fortalt hva resultatene av evalueringen skal brukes til. | | | | | | |
| 34. Motivasjonen for å delta ville økt hvis jeg fikk vite hvilke endringer som er gjort med undervisningen siden forrige studentevaluering. | | | | | | |
| 35. Motivasjonen for å delta ville økt hvis jeg fikk et sammendrag av resultatet fra forrige studentevaluering. | | | | | | |

| | Helt uenig 1 | 2 | 3 | 4 | Helt enig 5 | Vet ikke 0 |
|---|---|---|---|---|---|---|
| 36. Jeg har pleid å bry meg om at andre svarer på studentevalueringen. | | | | | | |
| 37. Jeg pleier å oppfordre andre til å svare på studentevalueringen. | | | | | | |
| 38. Jeg vil gjerne vite hvor mange studenter som svarer på studentevalueringen. | | | | | | |
| 39. Jeg forstår at mengden studenter som svarer på evalueringene er sentralt for hvor mye tyngde mitt eget svar har. | | | | | | |

Hvor mange minutter er du villig til å sette av for å evaluere undervisningen?

Hva øker motivasjon for å delta i studentevaluering av undervisning?

Hva kan svekke motivasjonen for å delta i studentevaluering av undervisning?

Har du noen kommentarer til spørsmålene eller temaet må du gjerne dele det med oss i det åpne kommentarfeltet.

**Takk for din deltakelse!**

*Appendix E*

Tromsø Participation Motivation Scale (English Version)

# Tromsø Participation Motivation Scale (TPMS)

**Read this first:**

Be part of a survey about students' motivation to participate in course evaluations!

**Purpose of the project**: Student course evaluations are conducted on a yearly basis. They are viewed as a reliable way for students to provide feedback on their thoughts and opinions about their subjects/courses. But do the evaluations work as they should? We want to find out what influences the student motivation to evaluate courses. For this reason, we are researching why students answer course evaluations, and, if they do not, when and why this process comes to a halt.

This study will be conducted by MA student Anniken Hoel for her masters thesis. Her academic supervisor is Tove I. Dahl.

**Voluntary participation:** It is voluntary to participate in the study. However, should you decide to participate, you are free to withdraw at any later point.

**Anonymity:** All information you provide will be confidential and kept anonymous. We therefore ask you not to provide your name anywhere on the questionnaire. However, if any names are provided, they will not be saved in the data file.

**Compensation for participation:** Filling out the questionnaire takes 10 - 15 minutes, and everyone who completes it can be in the drawing of a cinema gift card, a voucher for the university cafeteria or a lottery ticket.

**Questions and contact information:** Feel free to ask us questions. Should there be any questions that come up at a later point of the study, contact us via e-mail:

Anniken Hoel (aho049@post.uit.no), MA student          Tove I. Dahl (tove.dahl@uit.no), Professor
                    Department of Psychology at UiT The Arctic University of Norway

Read all the questions carefully and answer as best as you can. ☺

**Background information**

**1. Gender:**

**2. Age:**

**3. Current study programme:**

**4. Number of semesters in higher education (including this semester):**

**5. Name of your university/college:**

| 6. Do you typically fill out course evaluations? Choose the alternative that best describes your situation. |
| --- |
| a) I have never received a request to participate in a course evaluation. |
| b) I have received requests but never participated in course evaluations. |
| c) I sometimes choose to participate in a course evaluation when I am requested to. |
| d) I almost always participate in course evaluation when invited to do so. |

|  | <20 % | 30-40 % | 50 % | 60-70 % | 80-90 % | 100 % |
| --- | --- | --- | --- | --- | --- | --- |
| 6B. Of all the courses you have had so far in your higher education studies, how many possible course evaluations have you participated in? Choose the alternative that fits best. |  |  |  |  |  |  |

| 7. Those times I may choose to not complete a student course evaluation, the process often stops - (choose one alternative) |
| --- |
| a) By not reading the e-mail with the link to the course evaluation |
| b) After I have opened and seen what the e-mail is about, but before I click on the link to the course evaluation. |
| c) After clicking on the link and reading the instructions for the course evaluation. |
| d) After I begin to answer, but discover that… <br>     1) the questions are worded in a way I don't like. <br>     2) the questions do not give me the opportunity to express what I want to say. <br>     3) I have more questions left to answer than I am willing to spend time on <br>     4) I get bored <br>     5) Other (specify): |
| e) This does not apply to me. I always fill out the course evaluations. |

*Below are different statements about students and student course evaluations. We want to know about your personal experience (not how you wish things were). Indicate how much you agree or disagree with each statement by marking the box for the number that you think best describes you.*

| | Completely disagree 1 | 2 | 3 | 4 | Completely agree 5 | I don't know 0 |
|---|---|---|---|---|---|---|
| 1. I usually fill out course evaluations of subjects I have taken. | | | | | | |
| 2. I gladly fill out course evaluation forms to provide feedback. | | | | | | |
| 3. I usually fill out the course evaluation as soon as it is sent/given to me. | | | | | | |
| 4. I wish to express my opinions about the course. | | | | | | |
| 5. I evaluate the course completely voluntarily. | | | | | | |
| 6. I evaluate the course because I want to do it. | | | | | | |

| | Completely disagree 1 | 2 | 3 | 4 | Completely agree 5 | I don't know 0 |
|---|---|---|---|---|---|---|
| 7. I am more inclined to respond when I receive something in return for participating. | | | | | | |
| 8. I am more inclined to participate in course evaluations when I can be in a drawing for a "prize" for doing so. | | | | | | |
| 9. I feel that course evaluations benefit me. | | | | | | |
| 10. I believe that course evaluations are used by those who receive them. | | | | | | |
| 11. Instructors take course evaluations seriously. | | | | | | |
| 12. Instructors are open to improving their teaching. | | | | | | |

| | Completely disagree 1 | 2 | 3 | 4 | Completely agree 5 | I don't know 0 |
|---|---|---|---|---|---|---|
| 13. I am capable of answering honestly and precisely when evaluating a course. | | | | | | |
| 14. I am capable of completing an evaluation in a good and accurate manner. | | | | | | |
| 15. I always understand what they are asking about in an evaluation. | | | | | | |
| 16. It is important for me to feel a bond to my fellow students. | | | | | | |
| 17. It is important for me to feel a sense of belonging to the university. | | | | | | |
| 18. It is important for me that the instructors know who I am. | | | | | | |

| | Completely disagree 1 | 2 | 3 | 4 | Completely agree 5 | I don't know 0 |
|---|---|---|---|---|---|---|
| 19. Course evaluations are a valuable tool to help the instructors. | | | | | | |
| 20. Course evaluations are a valuable tool for helping the university offer a better course in the future. | | | | | | |
| 21. Course evaluations are a valuable tool for helping other students. | | | | | | |
| 22. Course evaluations are a valuable tool for helping me reflect upon what I have learned. | | | | | | |
| 23. Course evaluations are a valuable tool for helping me reflect upon the course content. | | | | | | |
| 24. I feel I can learn something through filling out course evaluations. | | | | | | |

| | Completely disagree 1 | 2 | 3 | 4 | Completely agree 5 | I don't know 0 |
|---|---|---|---|---|---|---|
| 25. I usually have a goal in sight when I respond to course evaluations. | | | | | | |
| 26. I fill out course evaluations to punish the instructors. | | | | | | |
| 27. I fill out course evaluations to praise the instructors. | | | | | | |
| 28. I am more inclined to respond when I have strong opinions about how the course was taught. | | | | | | |
| 29. I am more willing to evaluate a course during class than in my spare time. | | | | | | |
| 30. I like filling out course evaluations. | | | | | | |

| | Completely disagree 1 | 2 | 3 | 4 | Completely agree 5 | I don't know 0 |
|---|---|---|---|---|---|---|
| 31. Course evaluations typically enable me to say what I wish to express. | | | | | | |
| 32. Course evaluations tend to do a good job of capturing my experience of a course. | | | | | | |
| 33. I am told what the results of the evaluation will be used for. | | | | | | |
| 34. My motivation to participate would be greater if I knew what changes had been made to the course since the last course evaluation. | | | | | | |
| 35. My motivation to participate would be greater if I had a summary of the results from the previous course evaluation. | | | | | | |

| | Completely disagree 1 | 2 | 3 | 4 | Completely agree 5 | I don't know 0 |
|---|---|---|---|---|---|---|
| 36. I usually care whether others fill out the student course evaluations. | | | | | | |
| 37. I usually encourage others to fill out the course evaluation. | | | | | | |
| 38. I would like to know how many students fill out the course evaluation. | | | | | | |
| 39. I understand that the number of students who fill out course evaluations is important for how much my own answer matters. | | | | | | |

How many minutes are you willing to use on a course evaluation?

What increases your motivation to fill out course evaluations?

What can decrease your motivation to fill out course evaluations?

If you have any comments about these questions or the topic, kindly share them with us in the space below.

**Thank you for your participation!**

***Appendix F***

The Frequency of "How Many Minutes Students Are Willing to Use on a Course Evaluation"

**Table A1**

*Measures of central tendency for the answers on the question: "How Many Minutes Are You Willing to Use on a Course Evaluation".*

|  | Range | Mean | Median | Mode | *SD* |
|---|---|---|---|---|---|
| All students (*N* = 622) | 1-60 | 12.08 | 10.00 | 10 | 10.36 |
| Low participation (*n* = 118) | 2-60 | 10.56 | 10.00 | 10 | 8.83 |
| High participation (*n* = 107) | 3-60 | 15.23 | 10.00 | 10 | 12.06 |

*Note. SD* = Standard deviation.

**Table A2**

*The frequency of answers on the question: "How Many Minutes Are You Willing to Use on a Course Evaluation".*

| Minutes | All Participants (*N* = 622) | Low participation (*n* = 118) | High participation (*n* = 112) |
|---|---|---|---|
| 1 | 0,5 % | 0,0 % | 0,0 % |
| 2 | 1,0 % | 1,7 % | 0,0 % |
| 3 | 1,3 % | 2,5 % | 1,9 % |
| 4 | 1,0 % | 0,8 % | 0,9 % |
| 5 | **27,5 %** | **32,2 %** | **13,1 %** |
| 7 | 1,4 % | 1,7 % | 0,0 % |
| 8 | 0,5 % | 0,0 % | 0,9 % |
| 10 | **37,1 %** | **38,1 %** | **39,3 %** |
| 12 | 0,3 % | 0,0 % | 0,9 % |
| 15 | **16,6 %** | **15,3 %** | **19,6 %** |
| 20 | **5,3 %** | 3,4 % | **9,3 %** |
| 25 | 0,3 % | 0,0 % | 0,9 % |
| 30 | 4,0 % | 1,7 % | **8,4 %** |
| 45 | 0,3 % | 0,8 % | 0,0 % |
| 60 | 2,9 % | 1,7 % | 4,7 % |

*Note*. Percentages higher than 5 are marked in bold type.

*Appendix G*

Frequencies Showing "At Which Time Students Decide Not to Participate or Complete SET"

**Table A3**

*The measures of central tendency for the answers on the question:"Those times I may choose to not complete a student course evaluation, the process often stops - (choose one alternative)".*

|  | Range | Mean | Median | Mode | *SD* |
|---|---|---|---|---|---|
| All students (*N* = 631) | 1-5 | 2.92 | 2.00 | 2 | 1.48 |
| Low participation (*n* = 120) | 1-5 | 2.28 | 2.00 | 2 | 1.19 |
| High participation (*n* = 106) | 1-5 | 4.84 | 5.00 | 5 | 0.62 |

*Note. SD* = Standard deviation.

**Table A4**

*The frequency of answers on the question: "Those times I may choose to not complete a student course evaluation, the process often stops - (choose one alternative)".*

|  | All students (N = 631) | Low participation (N = 120) | High participation (N = 106) |
|---|---|---|---|
| By not reading the e-mail with the link to the course evaluation. | 17.4 % | 21.7 % | 0.9 % |
| After I have opened and seen what the e-mail is about, but before I click on the link to the course evaluation. | 37.1 % | 56.7 % | 1.9 % |
| After clicking on the link and reading the instructions for the course evaluation. | 6.7 % | 5.0 % | 0.9 % |
| After I begin to answer, but before I complete the evaluation. | 14.1 % | 5.8 % | 4.7 % |
| This does not apply to me. I always fill out the course evaluations. | 24.7 % | 10.8 % | 91.5 % |

### *Appendix H*

Frequency Table of the Different TPMS Variables for All Participants

**Table A5**

*Measure of central tendency for independent variables for the entire sample.*

| Variables | Mean | Median | Mode | *SD* | *n* |
|---|---|---|---|---|---|
| SDT variables | | | | | |
| Autonomy | 4.38 | 5.00 | 5.0 | 0.84 | 638 |
| Competence | 4.45 | 4.50 | 5.0 | 0.66 | 639 |
| Relatedness | 3.67 | 3.67 | 3.7 | 0.92 | 639 |
| Additional TPMS variables | | | | | |
| Engaged in others' participation | 2.39 | 2.00 | 1.0 | 1.21 | 633 |
| Extrinsic motivation - rewards | 3.49 | 3.50 | 5.0 | 1.40 | 632 |
| Meaningfulness | 3.34 | 3.33 | 3.0 | 1.03 | 626 |
| Personal value | 2.87 | 3.00 | 3.0 | 1.03 | 633 |
| Value for others | 4.22 | 4.33 | 5.0 | 0.79 | 628 |
| Willingness to participate | 3.90 | 4.00 | 4.5 | 0.83 | 641 |

*Note. SD* = Standard deviation; 1 = totally disagree; 5 = totally agree.

## *Appendix I*

Frequency tables of students' answer to question 41 and 42 from all participants.

**Table A6**

*Frequency table showing the answers on question 41: What increases your motivation to fill out course evaluations? (N = 565).*

| Categories | Number of responses | Valid Percent |
| --- | --- | --- |
| Usefulness of feedback for the subject development | 230 | 40,7 |
| Reward / opportunity to win something | 112 | 19,8 |
| Well-designed evaluations | 39 | 6,9 |
| A report after evaluation | 36 | 6,4 |
| Have something to say | 36 | 6,4 |
| Good or bad teaching | 28 | 5,0 |
| Answering in school time | 20 | 3,5 |
| Lecturers who cares | 11 | 1,9 |
| Various | 53 | 9,4 |

**Table A7**

*Frequency table showing the answers on question 42: What can decrease your motivation to fill out course evaluations? (N = 537).*

| Categories | Number of responses | Valid Percent |
| --- | --- | --- |
| No faith in evaluation | 185 | 34,5 |
| Taking too much time | 116 | 21,6 |
| Poorly designed evaluation | 86 | 16,0 |
| Teachers who do not care | 29 | 5,4 |
| Have nothing to say | 22 | 4,1 |
| No report afterwards | 16 | 3,0 |
| Inconvenient times | 15 | 2,8 |
| Little information about evaluation | 14 | 2,6 |
| No rewards | 10 | 1,9 |
| Various | 44 | 8,2 |

*Appendix J*

The Final Version of Tromsø Participation Motivation Scale (TPMS)

# Tromsø Participation Motivation Scale (TPMS)

**Read this first:**

Be part of a survey about students' motivation to participate in course evaluations!

**Purpose of the project**: Student course evaluations are conducted on a yearly basis. They are viewed as a reliable way for students to provide feedback on their thoughts and opinions about their subjects/courses. But do the evaluations work as they should? We want to find out what influences the student motivation to evaluate courses. For this reason, we are researching why students answer course evaluations, and, if they do not, when and why this process comes to a halt.

This study will be conducted by MA student Anniken Hoel for her masters thesis. Her academic supervisor is Tove I. Dahl.

**Voluntary participation:** It is voluntary to participate in the study. However, should you decide to participate, you are free to withdraw at any later point.

**Anonymity:** All information you provide will be confidential and kept anonymous. We therefore ask you not to provide your name anywhere on the questionnaire. However, if any names are provided, they will not be saved in the data file.

**Compensation for participation:** Filling out the questionnaire takes 10 - 15 minutes, and everyone who completes it can be in the drawing of a cinema gift card, a voucher for the university cafeteria or a lottery ticket.

**Questions and contact information:** Feel free to ask us questions. Should there be any questions that come up at a later point of the study, contact us via e-mail:

Anniken Hoel (aho049@post.uit.no), MA student        Tove I. Dahl (tove.dahl@uit.no), Professor
Department of Psychology at UiT The Arctic University of Norway

Read all the questions carefully and answer as best as you can. ☺

**Background information**

**1. Gender:**
**2. Age:**
**3. Current study programme:**
**4. Number of semesters in higher education (including this semester):**
**5. Name of your university/college:**

| 6. Do you typically fill out course evaluations? Choose the alternative that best describes your situation. |
| --- |
| a) I have never received a request to participate in a course evaluation. |
| b) I have received requests but never participated in course evaluations. |
| c) I sometimes choose to participate in a course evaluation when I am requested to. |
| d) I almost always participate in course evaluation when invited to do so. |

| | <20 % | 30-40 % | 50 % | 60-70 % | 80-90 % | 100 % |
| --- | --- | --- | --- | --- | --- | --- |
| 6B. Of all the courses you have had so far in your higher education studies, how many of possible course evaluations have you completed?<br>Choose the alternative that fits best. | | | | | | |

| 7. Those times I may choose to not complete a student course evaluation, the process often stops - (choose one alternative) |
| --- |
| a) By not reading the e-mail with the link to the course evaluation |
| b) After I have opened and seen what the e-mail is about, but before I click on the link to the course evaluation. |
| c) After clicking on the link and reading the instructions for the course evaluation. |
| d) After I begin to answer, but discover that…<br>    1) the questions are worded in a way I don't like.<br>    2) the questions do not give me the opportunity to express what I want to say.<br>    3) I have more questions left to answer than I am willing to spend time on<br>    4) I get bored<br>    5) Other (specify): |
| e) This does not apply to me. I always fill out the course evaluations. |

*Below are different statements about students and student course evaluations. We want to know about your personal experience (not how you wish things were). Indicate how much you agree or disagree with each statement by marking the box for the number that you think best describes you.*

| | Completely disagree 1 | 2 | 3 | 4 | Completely agree 5 | I don't know 0 |
|---|---|---|---|---|---|---|
| 1. I usually fill out course evaluations of subjects I have taken. | | | | | | |
| 2. I gladly fill out course evaluation forms to provide feedback. | | | | | | |
| 3. I usually fill out the course evaluation as soon as it is sent/given to me. | | | | | | |
| 4. I wish to express my opinions about the course. | | | | | | |
| 5. I evaluate the course completely voluntarily. | | | | | | |
| 6. I evaluate the course because I want to do it. | | | | | | |

| | Completely disagree 1 | 2 | 3 | 4 | Completely agree 5 | I don't know 0 |
|---|---|---|---|---|---|---|
| 7. I am more inclined to respond when I receive something in return for participating. | | | | | | |
| 8. I am more inclined to participate in course evaluations when I can be in a drawing for a "prize" for doing so. | | | | | | |
| 9. I feel that course evaluations benefit me. | | | | | | |
| 10. I believe that course evaluations are used by those who receive them. | | | | | | |
| 11. Instructors take course evaluations seriously. | | | | | | |
| 12. Instructors are open to improving their teaching. | | | | | | |

| | Completely disagree 1 | 2 | 3 | 4 | Completely agree 5 | I don't know 0 |
|---|---|---|---|---|---|---|
| 13. I am capable of answering honestly and precisely when evaluating a course. | | | | | | |
| 14. I am capable of completing an evaluation in a good and accurate manner. | | | | | | |
| 15. I always understand what they are asking about in an evaluation. | | | | | | |
| 16. I feel a bond to my fellow students. | | | | | | |
| 17. I feel a sense of belonging to the university. | | | | | | |
| 18. The instructors know who I am. | | | | | | |

| | Completely disagree 1 | 2 | 3 | 4 | Completely agree 5 | I don't know 0 |
|---|---|---|---|---|---|---|
| 19. Course evaluations are a valuable tool to help the instructors. | | | | | | |
| 20. Course evaluations are a valuable tool for helping the university offer a better course in the future. | | | | | | |
| 21. Course evaluations are a valuable tool for helping other students. | | | | | | |
| 22. Course evaluations are a valuable tool for helping me reflect upon what I have learned. | | | | | | |
| 23. Course evaluations are a valuable tool for helping me reflect upon the course content. | | | | | | |
| 24. I feel I can learn something through filling out course evaluations. | | | | | | |

| | Completely disagree 1 | 2 | 3 | 4 | Completely agree 5 | I don't know 0 |
|---|---|---|---|---|---|---|
| 25. I usually have a goal in sight when I respond to course evaluations. | | | | | | |
| 26. I fill out course evaluations to punish the instructors. | | | | | | |
| 27. I fill out course evaluations to praise the instructors. | | | | | | |
| 28. I am more inclined to respond when I have strong opinions about how the course was taught. | | | | | | |
| 29. I am more willing to evaluate a course during class than in my spare time. | | | | | | |
| 30. I like filling out course evaluations. | | | | | | |

| | Completely disagree 1 | 2 | 3 | 4 | Completely agree 5 | I don't know 0 |
|---|---|---|---|---|---|---|
| 31. Course evaluations typically enable me to say what I wish to express. | | | | | | |
| 32. Course evaluations tend to do a good job of capturing my experience of a course. | | | | | | |
| 33. I am told what the results of the evaluation will be used for. | | | | | | |
| 34. My motivation to participate would be greater if I knew what changes had been made to the course since the last course evaluation. | | | | | | |
| 35. My motivation to participate would be greater if I had a summary of the results from the previous course evaluation. | | | | | | |

| | Completely disagree 1 | 2 | 3 | 4 | Completely agree 5 | I don't know 0 |
|---|---|---|---|---|---|---|
| 36. I usually care whether others fill out the student course evaluations. | | | | | | |
| 37. I usually encourage others to fill out the course evaluation. | | | | | | |
| 38. I would like to know how many students fill out the course evaluation. | | | | | | |
| 39. I understand that the more students who fill out course evaluations, the more likely my answer will be taken seriously. | | | | | | |

How many minutes are you willing to use on a course evaluation?

What increases your motivation to fill out course evaluations?

What can decrease your motivation to fill out course evaluations?

If you have any comments about these questions or the topic, kindly share them with us in the space below.

**Thank you for your participation!**