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ADAPTING TO THE EUROPEAN HIGHER EDUCATION AREA A QUESTIONNAIRE ON STUDENT OPINION ABOUT THE TEACHING OF LECTURERS

[*Adaptación al espacio europeo de educación superior de un cuestionario de opinión del alumnado sobre la docencia de su profesorado*]

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Abstract

The aim of this work is to present the adaptation to the European Higher Education Area of a questionnaire on the opinions of University of the Basque Country students about their lecturers teaching process. This process undertaken at the University used a mixed methodology approach. After reviewing questionnaires from other universities, taking into account the theoretical framework of the new questionnaire, the transversal skills adopted by the University and the three dimensions set out by ANECA, a series of indicators and possible items deemed suitable to be included in the new questionnaire were drawn up. This theoretical framework, the indicators and the items were all compared and contrasted within various focus groups undertaken with experts in the topic, with lecturers from the different areas of the University, and with students. Based on this comparison, the pilot questionnaire, which had 18 items plus two more criterion-referenced items, was drawn up. This was applied to a sample of almost one thousand students. The analyses carried out to compare the efficacy of the items, as well as the reliability and the validity of the test, show that the questionnaire rigorously complies with the standards required by this type of instrument. Finally, in the discussion of the results, certain controversial aspects, or those relating to improving the evaluation of the university teaching staff, are presented. Indicated amongst these aspects, is the need to incorporate the questionnaire into a more wider-ranging evaluation

Resumen

El objetivo de este trabajo es presentar el proceso de adaptación al Espacio Europeo de Educación Superior del cuestionario de opinión del alumnado sobre la docencia de su profesorado que se ha seguido en la Universidad del País Vasco. En este proceso se ha adoptado una metodología mixta. Tras efectuar la revisión de los cuestionarios de otras universidades, teniendo en cuenta el marco teórico del nuevo cuestionario, las competencias transversales adoptadas por la Universidad y las tres dimensiones que señala la ANECA, se redactaron una serie de indicadores y posibles ítems susceptibles de conformar el nuevo cuestionario. Este marco teórico, los indicadores e ítems fueron contrastados en diversos grupos de discusión realizados con expertos en el tema, profesorado de distintas áreas de la propia universidad y alumnado. A partir de este contraste se construyó el cuestionario piloto. El mismo consta de 18 ítems más dos ítems criterio. Fue aplicado a una muestra cercana al millar de alumnos. Los análisis realizados para comprobar la eficacia de los ítems, así como la fiabilidad y la validez de la prueba señalan que el cuestionario cumple con rigurosidad los estándares exigidos a este tipo de instrumentos. Por último, en la discusión de los resultados, se presentan algunos aspectos de controversia o mejora de la evaluación del profesorado universitario. Entre otros, se señala la necesidad de insertar el cuestionario en un plan de evaluación más amplio como DOCENTIA, la posibilidad de crear bancos de ítems, la

plan, such as DOCENTIA, the possibility of creating banks of items, the inclusion of open items and the exigency of undertaking on-line applications of the questionnaire.

inclusión de ítems abiertos o la necesidad de realizar aplicaciones on-line del cuestionario.

The European Higher Education Area (EHEA) is an attempt to harmonise the various university systems within the European Union, creating a single standard for academic work (the ECTS or European Credit Transfer System), facilitating thus the interchange of students and the mutual recognition of qualifications, an initiative which began in 1999 with the Bologna Process. This adaptation by the universities is a space which has created a new vision and new ways as regards teaching and learning (De la Fuente, Martínez, Peralta & García, 2010).

Teaching has gone from focusing on the lecturer to putting forward more active methodologies wherein students are the main players in their own learning. All this has meant that the function of university teachers has changed: they have gone from being knowledge-transmitting lecturers to teachers who guide significant learning by students; from a teacher who evaluates (solely in a summative manner) at the end of the process and normally through an examination, to a university lecturer who takes on board information about the learning process of the student and provides him or her information for their enhancement (educational evaluation); from the lecturer focused solely on the teaching of the content of the syllabus to one who aims to guide the development of specific competences of his or her students. These competences are, at times, intimately linked with the syllabus material, but are also transversal competences determined by the qualification or by the university itself, and which have to be developed. This is to say, the emphasis on information about specific material has passed to one which is more focused on the general education of the student (Palazón, 2011), and where transversal competences have a relevant space. Amongst these competences we can point to the development of a critical attitude, encouraging oral and/or written expression, as well as team work, etc.

With the aim of enhancing the quality of university teaching, the evaluation of the lecturing staff is a highly important component (Molero & Ruiz, 2005). Tejedor (2003) put forward that any evaluation proposal by the teaching staff should take into account, amongst other things, the following: instructional activity, research activity, and the working conditions of the university teachers, and which inform the lecturers in order that they might improve.

Although there are different strategies for evaluating university teaching staff, such as students' performance, self-evaluation, interview techniques, portfolio assessment, evaluation by experts, etc., for a number of decades now in Spanish universities the academic staff has been evaluated through opinion interviews that students respond to at the end of each teaching-learning process. Today the evaluation by students of their university teachers is a commonly used indicator of the quality of education (Worthington, 2002; Tejedor, 2009; Gómez-Gallego, Gómez-Gallego, Pérez-Cárceles, Palazón-Pérez de los Cobos & Gómez-García, 2013). Educational quality is linked to that of the university teachers and their activities (Lukas and Santiago, 2009). Nonetheless, these questionnaires are not, in most cases, adapted to the new methodologies drawn up by the EHEA. Obviously, the university itself should have procedures and tools

in place of proven methodological quality in order to evaluate their teaching staff (Palazón, 2011). In this article we present the process carried out by the University of the Basque Country (UPV/EHU) to adapt the questionnaire to the new situation.

Prior to the application of the survey and the corresponding statistical analysis to validate it, the question arises as to what should be included therein. It is necessary to state that, as Tejedor (2009) has pointed out, there is no wide consensus of what a "good lecturer" is, and thus it is not clear exactly what should be included in the survey questionnaire. Although it might seem strange, there is no unanimity when defining what quality teaching is (Ruiz Carrascosa, 2005).

Also, what aspects of the quality of the university lecturer are susceptible to being assessed by the student? Might it be a single question of the type: "evaluate the performance of the teacher on a scale from 0 to 10"? Or, on the contrary, the evaluation can be drawn up taking into account that there are various dimensions that have to be taken on board.

As Apodaca and Grad (2002) pointed out, the polemic over the unidimensional or the multidimensional nature of these surveys has been closely linked to the results obtained through exploratory and confirmatory factorial analysis, it being taken for granted that the latter has been questioned due to the fact that its flexibility enables having various successive approximations to the model to be assessed. The topic is no light matter, given that it is related to the type of evaluation that is required. From a summative perspective what is needed is a questionnaire that provides a single scoring with which to be able to evaluate the teacher (Berk, 2013). Nevertheless, from a formative point of view, if the idea is to enhance teaching activities, it would appear more suitable to obtain evaluations in various dimensions. In any case, as these same authors point out, no empirical analysis technique can substitute for the previous theoretical drawing up of the construct of teaching activity.

The Spanish National Agency for the Evaluation of Quality and for Accreditation (ANECA in its Spanish acronym) is a state-wide institution the aim of which is to enhance the quality of the higher education system and is responsible for the evaluation, certification and accreditation of teachers and qualifications. Explained in a document evaluating the activity of university teaching staff (ANECA, 2006) is that this should be considered as part of the system drawn up by the academic institution itself, guaranteeing the efficacy of its plans of study. Thus it has to be incorporated into the university teaching staff policy and it is intimately linked to, apart from the evaluation of the teaching activity itself, to teacher training, to innovation and to promotion and/or salary rises.

The Evaluation of University Lecturers Service (SED in its Spanish acronym) of the UPV/EHU is responsible for, amongst other functions, managing the Student Opinion Questionnaire on University Teaching Staff, which arose in the 1988/89 academic year on a voluntary basis and which, after a number of modifications, has been applied in recent years to all the University faculties and schools, and is currently incorporated in a perfectly normal manner into the daily life of the University.

Since the 2006/07 academic year, an opinion questionnaire has been applied to students at the UPV/EHU, and who have responded to the educational paradigm required by the EHEA. This has given rise to the design of this new questionnaire which aims to be better adapted to the model adopted by the University itself (known as IKD; the Basque acronym for Cooperative and Dynamic Learning), and which has meant a cooperative and dynamic, student-centred teaching-learning process, drawn up as a proposal for curricular development in teaching. The features of the IKD model are:

- It is dynamic and active. It focuses on learning by students through active meth-

odologies and with the help of information and communication technologies, fomenting learning in a context of multilingual teaching.

• It is plural and ought to be interpreted in a flexible manner for each qualification and for each university faculties and schools, while responding to the identifying characteristics of the University.

• It is based on fomenting cooperation between the various players involved in teaching: students, the university teaching staff, the administration and services personnel, the Departments, and the social centres and players involved.

• For the construction and development of the IKD model there are various tools, highlighted amongst which are training programmes - AICRE, Spanish acronym for the Advisory Service for the Introduction of the European credit system; SICRE, Spanish acronym for Monitoring Introduction of European Credit; ERAGIN, the University teaching staff training programme in active teaching methodologies; BEHATU, the mobility programme for educational innovation; FOPU for the training of university teachers-, as well as support projects for educational innovation (PIE - Projects for Innovation in Education), and evaluation tools for teaching (DOCENTIA - the support programme for evaluating university teaching staff activity).

This new teaching-learning framework involves, thus, a reorientation of the teaching practices of the university teaching staff. Programmes for the evaluation of teachers' activities, such as DOCENTIA, are designed to be educational programmes for university teaching staffs, in as much as they guide the teachers towards those practices and competences which the academic institution considers "desirable".

The DOCENTIA programme is a proposal from ANECA the aim of which is to support universities in the design of own mechanisms for managing the quality of university teacher activity and for favouring their development and recognition.

This approach considers the manner in which the lecturer plans, develops and improves their teaching and in which their students learn. The model on which the DOCENTIA programme is based takes on board three dimensions as the object for the evaluation of teaching activity: planning of teaching, teaching development, and results. Thus, with DOCENTIA, the planning of the teaching practice by lecturers is valued, drawing up student guidelines which include the information necessary for monitoring the material. Moreover, the aim is that the results of their teaching practices reflect the opinion of their students and the rates of success, so that, in turn, it gives a measure of what the students have learnt. Finally, it is hoped that the teaching staff is able to detect their areas for improvement and train themselves in those areas identified as lacking.

With this approach the same question asked above arises once again: what questions should be included in a questionnaire in order to assess the opinion of students about the teaching they receive?

The IKD educational model and the DOCENTIA training evaluation programme provide us with numerous clues about the functions which, within the framework of convergence with Europe, a lecturer should develop. With the implementation of the new degrees and post-degrees, the need to construct a questionnaire is understood and which, in the first place, responds to the IKD educational model opted for by the University, with its corresponding training function; and, secondly, complies with the conditions of reliability and validity which should accompany all well-designed questionnaires.

It is fundamental to have all the dimensions making up the questionnaire converge on a

single objective, specifying a series of teaching actions that achieves learning by students.

In consequence, the hoped-for result is that students give their opinions about the ability of their lecturers in order to foment their capacities for achieving significant learning, both professionally and personally.

Method

The principal objective of this research was to construct an opinion questionnaire for students about the teaching of their lecturers adapted to EHEA and DOCENTIA. It is also aimed that the questionnaire should take into account transversal competencies. Moreover, the aim is to reduce the number of items in the questionnaire used to date (27). Obviously, all this counting on a consensus amongst the different tiers involved in the evaluation (students, the university teaching staff, technicians and managers), and ensuring the reliability and validity of the new questionnaire in order to guarantee the scientific quality of the instrument. Likewise, through the process followed, the aim is to obtain information in the evaluation of the teachers for the improvement of the same.

The method employed for the adaptation of the students' opinion questionnaire on the teaching by university lecturers at the UPV/EHU was a mixed one in which qualitative and quantitative techniques in gathering and analysing data were applied. This design was an exploratory sequential one, in the terminology used by Creswell & Plano (2011). In these designs a qualitative method for gathering all the information necessary for applying the envisaged quantitative method was used. In this case, discussion groups have been formed the aim of which was to gather opinions from the different agents (experts and technicians in evaluation, the university teaching staff and the students). Subsequently the opinion questionnaire was constructed, after the application of which the corresponding statistical analyses were undertaken.

The use of qualitative and quantitative techniques has enabled more precise, varied, solid and complete knowledge of the phenomenon analysed. In short, their use has given greater credibility and validity to the research. Moreover, the process of adaptation has been a dynamic, participative and interactive one, in which, as will be seen further on, the various players-participants have had the opportunity to give their opinion. Opinions that have been taken into consideration and which have had repercussion in various phases of the process.

In the process of constructing the new questionnaire, distinct strategies were followed. On the one hand, a bibliographical review of the competences of the university teaching staff within the EHEA was undertaken. Parallel to this bibliographical review, the educational model of the UPV/EHU (the IKD model) was analysed in order to determine the model of university lecturer to which the University itself aspired, with the new questionnaire having a formative approach with the aim of gathering together, as much as possible, those actions aimed at developing good educational practice.

Also, a comparative study of questionnaires from different universities within the Spanish State was undertaken (Alcalá, Autónoma of Madrid, Cádiz, Complutense, Córdoba, Deusto, Extremadura, Huelva, the Balearic Islands, Jaén, A Coruña, La Laguna, León, Málaga, the University of Navarra, Politécnica de Cataluña, the Public University of Navarre, Salamanca, Santiago de Compostela, Sevilla, Mondragón, Europea of Madrid, Valencia, Valladolid and Zaragoza). Logically, the questionnaire proposed by ANECA was also considered.

After the review was undertaken, a document was drawn up for discussion with technical experts and management from the UPV/EHU's SED service. In this, the three dimensions which in principle had to be included in the new questionnaire, were differentiated, i.e. the planning of the teaching, its

development and results. These dimensions are in line with the ANECA proposal and taken on board in the DOCENTIA programme. Taken into consideration at the same time were the three junctures in which the teaching-learning process could be distinguished: the preparation of the process by the lecturer (design of the programme, teaching guidelines, and so on); teaching development, i.e. the times when the lecturer and students are together; and finally, the results obtained from the teaching-learning process. Together with the definition of the dimensions, the indicators of the teaching-learning process susceptible to being evaluated in each one were also identified. Obviously, only those which could be directly perceived by the students were included. Finally, items classified according to the dimension they belonged to were presented. Moreover, alternatives for other items that could be adapted to the new proposal were presented. Based on the discussion, the document to be presented to the group of experts was agreed upon.

The function played by the group of experts was to gather and pool opinions in a discussion group regarding the current questionnaire, with respect to its strong points to be maintained as well as with regard to any changes that needed to be made. Likewise, reflections were made on the model of the questionnaire presented and on questions related to the evaluation of the teaching staff. This critical reflection helped in identifying the items susceptible to being reformulated or directly eliminated, as well as in formulating the new items making up the new instrument adapted to IKD and EHEA. Based on this reflection and contributions made subsequently by members of this group of experts, a primary questionnaire was drawn up which was placed at the disposal of the different educational players (students and the university teaching staff) for their perusal and with the aim of shaping what was to be the pilot questionnaire.

A total of seven discussion groups were formed from the university teaching staff and the student body. In four of these, lecturers from the various faculties took part and who were grouped according to areas in which they taught; the other three were made up of students from the various campuses of the UPV/EHU. Based on these discussion groups the questionnaire to be used in the pilot application was drawn up. In Annexe 1 the final document, agreed upon by the discussion groups, can be seen. It should be pointed out that this document was reformulated by the various discussion groups given that, based on reflections undertaken in these groups, the information deemed to be of interest was subsequently included for discussion in the groups. Thus, it can be said that this phase was dynamic and interactive.

When writing out the final set of items, following the guidelines of Muñiz (2005), the representativeness, relevance, diversity, clarity, simplicity and comprehensibility thereof were addressed.

After the analysis of the information within the discussion groups, the questionnaire was formulated for the pilot application (Annexe 2). The questionnaire, besides the pertinent instructions and the section for the "Lecturer code", was made up of two fundamental parts: in the first place, the data for contextualising the group of students and, secondly, the overall set of items about which the students had to give their opinion.

As regards the items themselves, the questionnaire was made up of 18 of these and that responded to the three dimensions defined for the questionnaire and to the transversal competences, besides the 2 criteria items, making a total of 20 elements. Students had to assess each one of the items on a scale between 1 and 5, depending on the lesser or greater degree of agreement with aspects of teaching by the University lecturers.

With the aim of examining the characteristics thereof and of analysing their functioning, a pilot application was undertaken with a sample of various degree and postgraduate students from the UPV/EHU.

In drawing up this sample, the following strata were considered:

• The scientific field: the usual 5

• The course level: graduate degree course (1st and 3rd years)

Likewise, the questionnaire was applied to 5 groups of research masters students and to 5 other professional masters groups (one for each field in each case). In Table 1 the 34 groups making up the initial sample are identified. This was undertaken taking into account the distribution of the students amongst the various fields of knowledge at graduate and postgraduate levels.

Table 1: *Group participants in the pilot application*

	Social and Legal Sciences	Experimental Sciences	Technical Education	Health Sciences	Humanities
1st year degree	3	2	3	2	2
3rd year degree	3	2	3	2	2
Professional masters	1	1	1	1	1
Research masters	1	1	1	1	1

In this application responses were gathered from 970 students, who were distributed as shown in Table 2.

Table 2: *Student participants in the pilot application*

QUALIFICATION: DEGREE OR MASTERS	SCIENTIFIC FIELD					
	Experimental Sciences	Technical Education	Health Sciences	Social and Legal Sciences	Humanities	Total
Degree	183	98	176	274	117	848
Masters	6	76	14	17	9	122
Total	189	174	190	291	126	970

Once the data was gathered, in order to verify the validity of the sample, the characteristics thereof were compared with those of the overall population with reference to the characterizing variables included in both questionnaires. In Table 5 the various percentages are presented, those of the sample appearing first and then, in parentheses, the overall population ones. As can be observed, the distributions are very similar. Clearly, those relating to academic year and age have not been compared.

For the study of the psychometric properties and features of the questionnaire, the following analyses were undertaken: a description of the group analysed, an analysis of the reliability of the questionnaire, the factorial structure of the questionnaire, and the criteria of validity of the questionnaire.

Results

Having eliminated cases of repeated response, the sample used in analysing the pilot questionnaire was made up of 938 students, based on the criteria of stratification adopted in the sampling process and distributed as in the following Tables.

Table 3.- Participants in function of knowledge area

Scientific fields	Frequency	Percentage
Experimental Sciences	187	19.9
Technical Education	169	18.0
Health Sciences	181	19,3
Social + Legal Sciences	282	30.1
Humanities	119	12.7
Total	938	100.0

Table 4.- Participants in terms of student course

Level (graduate or postgraduate)	Frequency	Percentage
Graduate degree	824	87.8
Masters	114	12.2
Total	938	100.0

Table 5.- Contextual characteristics of the participants (population data in parenthesis)

1. Student year. Sex of students					
1st year	2nd year	3rd year	4th year	5th year	Others
69.5%	2.3%	28.2%			
2. Sex of students					
Women			Men		
63.2% (61.7%)			36.8% (38.3%)		
3. Age of students					
18 / 25.0%	19 / 22.3%	20 / 15.6%	21 / 10.3%	22 / 4.0%	From 23 to 25 / 11.1% — From 26 to 35 / 8.7% — 36 or more / 3.1%
4. Subject call for registration					
1st Call	2nd Call	3rd Call	4th Call	5th Call	6th Call
97.2% (93.8%)	1.6% (3.7%)	0.5% (1.7%)	0.3% (0.4%)	0.1% (0.3%)	0.2% (0.1%)
5. Hours of study					
From 0 to 1	From 2 to 3	From 4 to 5	From 6 to 7	8 or more	
31.9% (37.4%)	47.5% (44.3%)	15.7% (12.6%)	3.5% (3.1%)	1.4% (2.5%)	
6. Level of difficulty of subject					
Very difficult	Difficult	Normal	Easy	Very easy	
5.0% (8.6%)	29.9% (33.5%)	56.4% (50.1%)	7.8% (6.8%)	0.9% (0.9%)	
7. Initial interest in the subject					
Very low	Low	Medium	High	Very high	
3.3% (3.5%)	13.6% (12.7%)	43.9% (44.3%)	32.3% (31.1%)	6.9% (8.3 %)	
8. Final interest in the subject					
Very low	Low	Medium	High	Very high	
4.0% (4.5%)	11.2% (10.1%)	39.6% (39.1%)	35.2% (35.9%)	9.9% (10.4%)	

The calculation of the coefficient of reliability as internal consistence of the questionnaire was carried out using Cronbach's alpha statistic and calculated for the total ($\alpha=0.939$) for each segment of the sample object of the research, depending on the scientific field. As can be observed in Table 6 the reliability of the questionnaire is very high and constant, bearing out a high consistence of the elements of the instrument. Although slightly lower in the field of Technical Education, in view of the homogeneity of the results in the different scientific fields, we carried out an analysis of the contribution of each item in an overall manner, obviating differentiation amongst the disciplines.

Table 6.- Coefficient of reliability of the questionnaire in the different areas

SCIENTIFIC FIELD	Cronbach's alpha	# of elements
Experimental Sciences	0.937	18
Technical Education	0.918	18
Health Sciences	0.949	18
Social and Legal Sciences	0.939	18
Humanities	0.944	18

The correlation of the elements with the total is high, the average for the 17 being 0.657, item 1 having the lowest correlation (0.513) and 11 the highest (0.766). There is no element which, on being eliminated, its absence leads to an increase in the Cronbach's Alpha value.

With the aim of analysing the dimensionality of the questionnaire, an exploratory factorial analysis was undertaken using Principal Component Analysis (PCA). A prime indicator of the dimensional structure of a test is the percentage of variance which explains each one of the components generated by the factorial solution. As can be observed in Table 7 and in the Sedimentation Graph presented there under, the prime component alone explains 49.4% of the total variance of the test. A second indicator is the initial eigenvalues of the components and, in this case, only the first two are greater than 1, but with a great disproportion between the two. With all this, the conclusion is clear: what we have is a clearly one-dimensional instrument which, thereby, basically measures a single latent trait.

Table 7.- *Percentage of variance that explains each one of the components generated*

Component	Initial eigenvalues			Extraction sums of squared loadings		
	Total	% of variance	accumulated %	Total	% of variance	accumulated %
1	8.895	49.418	49.418	8.895	49,418.	49.418
2	1.008	5.601	55.019	1.008	5.601	55.019
3	0.962	5.343	60.362			
4	0.787	4.375	64.736			
5	0.694	3.858	68.594			
6	0.642	3.567	72.161			
7	0.597	3.314	75.475			
8	0.552	3.067	78.543			
9	0.520	2.888	81.431			
10	0.496	2.756	84.187			
11	0.447	2.481	86.668			
12	0.427	2.370	89.039			
13	0.404	2.246	91.285			
14	0.386	2.143	93.428			
15	0.375	2.081	95.509			
16	0.290	1.609	97.118			
17	0.280	1.555	98.673			
18	0.239	1.327	100.000			
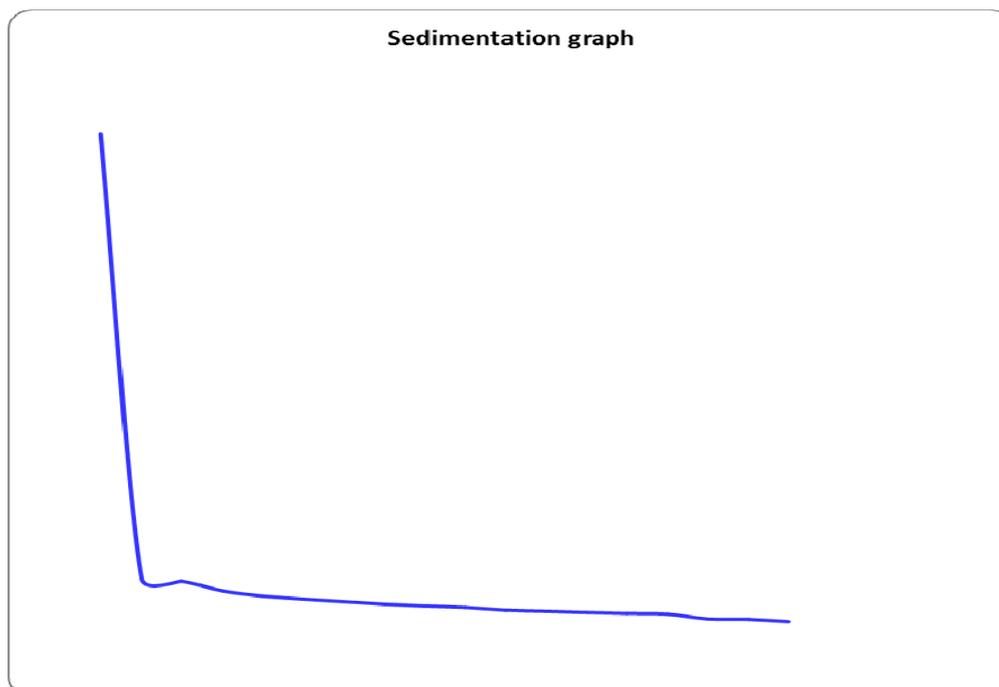
Graph 1: Sedimentation graph

Without forgetting the clear unidimensionality of the test, with the goal of defining the factorial structure thereof, three kinds of rotation were carried out: the first an orthogonal one and the next two oblique ones (oblimin and promax methods). Coincident definitions were obtained in the three cases, the last being the one that showed the clearest and most easily interpretable structure of components.

Table 8: Definition of the factorial structure

Item	Component 1	Component 2
item1	0.892	-0.319
item2	0.933	-0.168
item3	0.439	0.318
item4	0.650	0.062
item5	0.614	0.141
item6	0.793	0.013
item7	0.395	0.351
item8	-0.010	**0.749**
item9	-0.335	**0.996**
item10	-0.051	**0.747**
item11	0.452	0.414
item12	0.558	0.186
item13	0.627	0.139
item14	0.215	0.567
item15	0.390	0.363
item16	0.567	0.270
item17	0.413	0.402
item18	0.260	0.528

Table 8 shows the definition of the factorial structure wherein elements of the questionnaire making some significant contribution to a hypothetical second factor are highlighted. These are items 8, 9 and 10. Although, as previously pointed out, the questionnaire should be considered as clearly one-dimensional, a

possible second component (which only explains 5.6% of the variance) concentrated around items 8, 9 and 10 where a common pattern of responses appears to be detected and involves the promotion of self-learning, team work and the evaluation of such activities.

Once the reliability and dimensional structure of the instrument is analysed, in this section the study of the validity of questionnaire is undertaken. Analysed to this end are the correlations between the responses to each of the items with the answers to the two criteria items included in this version of the questionnaire (*item 19: In general, I think she/he is a good lecturer; item 20: If I could, I would register again for another subject given by this lecturer*). They also analysed the correlations of each item with the resulting variable average of the mean calculation for the items analysed.

Three variables were used as criteria of validity. The first two were items 19 and 20 and the third is the average of the initial 18 items of the test. Their function and similarity are reflected in the high correlations thrown up between them: 0.794 and 0.756 between the average and each one of the two criteria items; and 0.787 between these two.

In Table 9 and Graph 2 the correlations are shown between each item and the criteria variables. Therein the following can be observed:

• The correlations are greater with the average criteria variables.

• The relatively lower correlations with three criteria variables are always with items 1, 9 and 10. In any case, their shared variance with each criterion is greater than 10%.

• The correlations with items 19 and 20 are very similar, being slightly higher with item 19.

Table 9: Correlation of each item with the criteria items and with the average

Item	Criterion 1 Item 19	Criterion 2 Item 20	Average
Item1	0.416	0.382	0.570
Item2	0.577	0.539	0.736
Item3	0.483	0.466	0.703
Item4	0.491	0.449	0.674
Item5	0.531	0.531	0.711
Item6	0.717	0.672	0.764
Item7	0.569	0.540	0.690
Item8	0.455	0.477	0.665
Item9	0.336	0.329	0.588
Item10	0.389	0.386	0.631
Item11	0.624	0.624	0.798
Item12	0.593	0.540	0.696
Item13	0.674	0.635	0.722
Item14	0.525	0.530	0.717
Item15	0.494	0.485	0.695
Item16	0.622	0.589	0.776
Item17	0.647	0.658	0.750
Item18	0.572	0.560	0.718
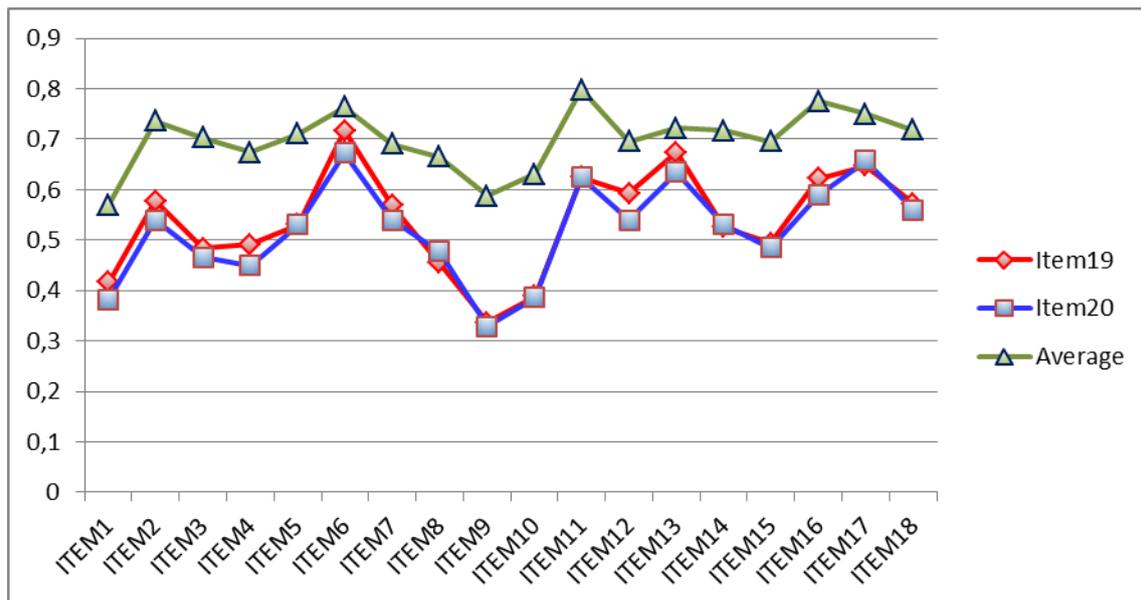
Graph 2: Correlation of each item with the criteria items and with the average

Discussion

As is shown, the pilot questionnaire has outstanding psychometric features that indicate that the instrument functions well. It has high reliability, with internal consistency similar to that obtained in other research (Muñoz, Ríos & Abalde, 2002; Bol-Arreba, Sáiz-Manzanares & Pérez-Mateos, 2013). All the items discriminate sufficiently and in no case does reliability increase on eliminating an item.

Its structure is clearly unidimensional. It has to be taken into account that, given this unidimensionality of the questionnaire on the one hand and, on the other, the high correlation between all and every one of the items with the criterion item, the use of a single item (the criterion one) suffices to achieve the evaluation by the students of the teacher. In line with that pointed out by Berk (2013), if the use of a single item is opted for, the lecturer will have the overall evaluation made by his or her students of their teaching, but will not possess information regarding what are the best and worst valued aspects. Obviously, if this information is not available, the options for improvement by the teacher will be very limited, if not invalidated. This is why the questionnaire should continue to maintain a series of key items linked to the teaching-learning processes desired by the IKD.

The results show that the questionnaire functionality is very similar in both the degree and the masters' courses. The advisability of having a single questionnaire for all qualifications was also dealt with in the discussion groups. In this way, in general, both the university teaching staff and the students agreed that the most appropriate thing was to have the same questionnaire for all the qualifications. This is why the questionnaire should have general questions that are applicable in practically all situations. Likewise, it is deemed recommendable that the same questionnaire be employed in surveys with master's degree courses. Obviously, a questionnaire with fifteen or twenty questions cannot encompass the evaluation of all aspects of teaching the subject. In this sense, it would be useful for the University to create a Bank of Items that could encompass, if not all, most aspects of teaching the different graduate and master's degree qualifications. This tool would be available to the various academic posts of responsibility (including the teaching staff) in such a way that, besides the "official" opinion questionnaire for the students for each qualification (graduate degree

or masters) or subject, an *ad hoc* questionnaire adapted to each situation can be created.

Although the discussion groups decided to include a second criterion item (20), it was shown that the correlation between the two criteria items (19 and 20) is very high, and so it is highly useful to have just one criterion item on the questionnaire.

As can be observed in Annexe 1, the definitive table of dimensions obtained was drawn up as a consequence of the whole process (both quantitative and qualitative) of the adaptation undertaken. As was put forward from the beginning, three dimensions have been distinguished, based on the suggestions of ANECA and the IKD model. For each dimension its definition has been explained, as well as the indicators susceptible to being perceived by the students. These indicators were validated in the discussion groups, both by the experts and by the university teaching staff. Finally, in the fourth column the items associated with each dimension appear. In principle, these will be the items proposed for inclusion in the definitive questionnaire.

One important aspect to be considered is the limitation of the information provided by a questionnaire of this kind. With this information, the perception of the students with respect to aspects considered in the questionnaire can be known. This perception being important as a medium for improving teaching, it has to be taken into account, as the various bodies of the UPV/EHU have always argued, that this survey should be integrated into a wider process of evaluation of the university teaching staff. This is why we argue for the fullest integration of the opinion survey into the DOCENTIA programme as one element more. Nevertheless, this is not enough if we wish to consider the evaluation of the teaching staff having a formative function or one for improving teaching. The programme of evaluation should, thus, be immersed in a wider enhancement plan that takes into consideration actions aimed at the achievement of that goal.

It would be greatly useful for the university teaching staff to have information that is more qualitative as regards the opinion of the students. It would be highly useful for the questionnaire to contain open items whereby the student can express their opinion on the teaching. This information can act as feed-back and thus the most suitable explanation for the scoring given by the lecturer's students can be obtained. Obviously, this information can be used for the improvement of the teaching skills themselves. The two questions obtained that could be included are:

- *"Positive aspects of the lecturer"*
- *"Aspects for improvement"*

In the discussions held both with experts and with teaching staff and students, the groups considered the inclusion of these open items as being very positive.

Logically, with the format of the current application, the inclusion of open items would involve such time for the correction of answers that it would make the process nonviable. Nevertheless, this application of the questionnaire by some digital medium avoiding the use of paper, and facilitating correction and the drawing up of reports, should be considered. Applying the questionnaire within the lecture room should be considered, as is carried out today but substituting paper for some device or terminal (computer, tablet, mobile phone, and so on). That is to say, the application would be undertaken in a similar way to the current one, but employing another medium. Obviously, there would have to be absolute control so that a student cannot answer an item more than once and that no trace is left of the identity of the student giving his or her opinion. The advantages of this procedure appear clears. The inclusion of the previously mentioned open items is possible within this framework. Nevertheless, it is useful to have a way of verifying or ensuring *in situ* that the surveys have been well drawn up and processed so that there is no questionnaire left uncompleted, either through mistakes made or disinterest shown by

the student. With the current system, the teacher knows approximately the number of surveys given out and this would also be known with the on-line system.

Another controversial aspect and which has been analysed in the various discussion groups concerns the possible consequences for the teachers that the scoring obtained in the questionnaire might have. In this sense, depending on the area of knowledge, the suitability of some of the items has been questioned, given that, clearly, the aspects collated do not have the same weight in teaching in all the qualifications. Aspects such as encouraging team work or the development of oral and/or written expression for example, although important within the University's IKD model, do not receive the same treatment in the various qualifications. This is why the University lecturers in these areas do not agree with the inclusion of these items within the total scoring for the teachers. Nonetheless, UPV/EHU policy has been to use the last or criterion item as scoring for the lecturer: "*In general, I think she/he is a good lecturer*". Given that it is proposed to maintain this item, it is considered that the scoring for the lecturer should continue using the same and not the average scoring obtained in all the items, as previously pointed out, as it could otherwise be discriminatory for university teachers in certain areas. This does not happen, however, with the criterion item, given that, independently of the area considered, the neutrality of the same is confirmed. The students are able to perceive and evaluate from their perspective and taking into consideration the circumstances and the competences of the university teacher in question.

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ANNEX 1

Dimension	Definition	Indicators	Items
Planning of teaching	This dimension refers to all the previous process of reflection and design of the teaching of material with the aim of encouraging active and autonomous learning.	Anticipated results of learning. Clarity over what the objectives are and the competences to be developed. Organisation of teaching (practical classes, external practice, seminars, theoretical classes, tutorials, etc.). Planning teaching and learning as regards the material or subjects taught. Anticipated learning activities. Criteria and methods of evaluation. Materials and resources for teaching. Viability of the effective development of the programme from the perspective of the amount of time invested by the student.	1 Provides useful Student Guidelines (*programme*) for following the subject. 2 Plans the subject in an ordered manner. 3 Makes recommendations (*bibliography, materials, ICTS, etc.*) which facilitate our learning. 4 Communicates clearly at the beginning of the course the criteria and procedure of evaluation. 5 Adapts the difficulty of the classes to our previous knowledge.

Dimension	Definition	Indicators	Items
Development of teaching and teacher-student interaction	This dimension refers to the application of suitable methodological strategies to the needs of students in such a way that they are coherent with the aims to be achieved and competences to be developed, taking into account the use of suitable didactic resources to encourage active and autonomous learning. It also refers to motivation, the climate created in the process of teaching and learning, the enthusiasm of the university teacher and his/her relations with the students.	Teaching and learning activities undertaken. Compliance with the subject programme and undertaking practical, activities, tutorials and others envisaged therein. Teaching methodology and resources used and the way in which these have contributed to encouraging learning. Development of transversal competences such as a reflexive and critical attitude, autonomous work, collaboration and team working and oral and/or written expression. Procedures for the evaluations applied. The way in which the evaluation procedures used have adapted to those incorporated into the subject programme and have enabled enhancing learning during the process; and assessing the achievements of the student at the end thereof and in an appropriate manner,. Transparency in developing the process of evaluation (application of explicit criteria for corrections, objectivity, published material, etc.). Coordination with other teaching activities, in the field of qualifications and in accord with the policy of the University and its Departments. The existence of content repetitions or overlaps within the subject programme, as well as any manifest differences in criteria when evaluating with regard to the programmes of other subjects. Satisfaction with the attitude of and interaction with the lecturer.	1. Explains in a clear and ordered manner. 2. Encourages reflexive and critical attitude. 3. Proposes activities that favour self-learning (information searches, resolving practical cases and problems, research work, etc.). 4. Stimulates collaboration and team working. 5. Evaluates the activities we undertake and informs us as how we can improve. 6. Motivates students to take interest in their learning process. 7. Attends to our queries/consultations. 8. Transmits enthusiasm when teaching this subject. 9. Stimulates the development of oral and/or written expression. 10. Makes an effort for us to understand the connection between the subject and the rest of the subjects. 11. Uses a methodology and didactic resources that favour learning.

Dimension	Definition	Indicators	Items
Results	This dimension involves aspects regarding results of learning.	Results in terms of formative aims achieved by students. The degree of development of competences defined at initial planning stage. Satisfaction with the teaching activity carried out by the lecturer.	1. I have learnt a lot undertaking this subject. 2. I have improved my base level with respect to the competences envisaged.

Dimension	Definition	Indicators	Items
Item Criterion			1. In general, I think she/he is a good lecturer 2. If I could, I would register again for another subject given by this lecturer.

Dimension	Definition	Indicators	Items
Open items			1. Positive aspects of the lecturer. 2. Aspects for improvement.

ANNEX 2

STUDENTS' OPINION QUESTIONNAIRE ON TEACHING BY THE UNIVERSITY LECTURING STAFF

INSTRUCTIONS:	Lecturer code
In order to answer, fill in the square completely If you do not attend lectures regularly, do not answer the questionnaire xpress your evaluation on the following scale: 1= Not at all in agreement 2= Slightly in agreement 3= Moderately in agreement 4= Considerably in agreement 5= Totally in agreement DK/NA= Don't know/No answer	

DATA FOR CONTEXTUALISING THE GROUP OF STUDENTS:

Sex: Woman Man	Age: 18 19 20 21 22 23-25 26-35 36 or more

Habitual Nº of students attending class: 0-9   10-19   20-39   40-59   60-79   80-99   100 or more

Registration call for this subject: 1st   2nd   3rd   4th   5th   6th

Nº of non-presential hours you spend a week learning this subject: 0-1   2-3   4-5   6-7   8 or more

Level of difficulty of this subject: Very Difficult   Difficult   Normal   Easy   Very easy

Your initial interest in this subject was: Very low   Low   Medium   High   Very High

After studying this subject with this lecturer, your interest is: Very low   Low   Medium   High   Very High

The lecturer:	1	2	3	4	5	DK/NA
1. Provides useful Student Guidelines (programme) for following the subject.…						
2. Plans the subject in an ordered manner..						
3. Makes recommendations (bibliography, materials, ICTs, etc.) which facilitate our learning..						
4. Communicates clearly at the beginning of the course the criteria and procedure of evaluation..						
5. Adapts the difficulty of the classes to our previous knowledge .						
6. Explains in a clear and ordered manner						
7. Encourages reflexive and critical attitude						
8. Proposes activities that favour autonomous learning (information searches, re-solving practical cases and problems, research work, etc.)..						
9. Stimulates collaboration and team working.						
10. Evaluates the activities we undertake and informs us as how we can improve						
11. Motivates students to take interest in their learning process						
12. Attends to our queries/consultations						
13. Transmits enthusiasm when teaching this subject…						
14. Stimulates the development of oral and/or written expression ……..						
15. Makes an effort for us to understand the connection between the subject and the rest of the subjects						
16. Uses a methodology and didactic resources that favour learning.						
17. I have learnt a lot undertaking this subject.						
18. I have improved my basic level with respect to the competences envisaged						
19. In general, I think she/he is a good lecturer						
20. If I could, I would register again for another subject given by this lecturer						

THANKS FOR YOUR COLLABORATION

<u>NOTE</u>

Lukas, Jose Francisco; Santiago, Karlos; Etxeberria, Juan & Lizasoain, Luis (2014). Adapting to the European Higher Education Area a questionnaire on student opinion about the teaching of lecturers. *RELIEVE*, *20* (1), art. 3. DOI: 10.7203/relieve.20.1.3812

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ARTICLE RECORD / FICHA DEL ARTÍCULO

| Abstract / Resumen | *The aim of this work is to present the adaptation to the European Higher Education Area of a questionnaire on the opinions of University of the Basque Country students about their lecturers teaching process. This process undertaken at the University used a mixed methodology approach. After reviewing questionnaires from other universities, taking into account the theoretical framework of the new questionnaire, the transversal skills adopted by the University and the three dimensions set out by ANECA, a series of indicators and possible items deemed suitable to be included in the new questionnaire were drawn up. This theoretical framework, the indicators and the items were all compared and contrasted within various focus groups undertaken with experts in the topic, with lecturers from the different areas of the University, and with students. Based on this comparison, the pilot questionnaire, which had 18 items plus two more criterion-referenced items, was drawn up. This was applied to a sample of almost one thousand students. The analyses carried out to compare the efficacy of the items, as well as the reliability and the validity of the test, show that the questionnaire rigorously complies with the standards required by this type of instrument. Finally, in the discussion of the results, certain controversial aspects, or those relating to improving the evaluation of the university teaching staff, are presented. Indicated amongst these aspects, is the need to incorporate the questionnaire into a more wider-ranging evaluation plan, such as DOCENTIA, the possibility of creating banks of items, the inclusion of open items and the exigency of undertaking on-line applications of the questionnaire.*|
| | El objetivo de este trabajo es presentar el proceso de adaptación al Espacio Europeo de Educación Superior del cuestionario de opinión del alumnado sobre la docencia de su profesorado que se ha seguido en la Universidad del País Vasco. En este proceso se ha adoptado una metodología mixta. Tras efectuar la revisión de los cuestionarios de otras universidades, teniendo en cuenta el marco teórico del nuevo cuestionario, las competencias transversales adoptadas por la Universidad y las tres dimensiones que señala la ANECA, se redactaron una serie de indicadores y posibles ítems susceptibles de conformar el nuevo cuestionario. Este marco teórico, los indicadores e ítems fueron contrastados en diversos grupos de discusión realizados con expertos en el tema, profesorado de distintas áreas de la propia universidad y alumnado. A partir de este contraste se construyó el cuestionario piloto. El mismo consta de 18 ítems más dos ítems criterio. Fue aplicado a una muestra cercana al millar de alumnos. Los análisis realizados para comprobar la eficacia de los ítems, así como la fiabilidad y la validez de la prueba señalan que el cuestionario cumple con rigurosidad los estándares exigidos a este tipo de instrumentos. Por último, en la discusión de los resultados, se presentan algunos aspectos de controversia o mejora de la evaluación del profesorado universitario. Entre otros, se señala la necesidad de insertar el cuestionario en un plan de evaluación más amplio como DOCENTIA, la posibilidad de crear bancos de ítems, la inclusión de ítems abiertos o la necesidad de realizar aplicaciones on-line del cuestionario. |

Abstract / Resumen

The aim of this work is to present the adaptation to the European Higher Education Area of a questionnaire on the opinions of University of the Basque Country students about their lecturers teaching process. This process undertaken at the University used a mixed methodology approach. After reviewing questionnaires from other universities, taking into account the theoretical framework of the new questionnaire, the transversal skills adopted by the University and the three dimensions set out by ANECA, a series of indicators and possible items deemed suitable to be included in the new questionnaire were drawn up. This theoretical framework, the indicators and the items were all compared and contrasted within various focus groups undertaken with experts in the topic, with lecturers from the different areas of the University, and with students. Based on this comparison, the pilot questionnaire, which had 18 items plus two more criterion-referenced items, was drawn up. This was applied to a sample of almost one thousand students. The analyses carried out to compare the efficacy of the items, as well as the reliability and the validity of the test, show that the questionnaire rigorously complies with the standards required by this type of instrument. Finally, in the discussion of the results, certain controversial aspects, or those relating to improving the evaluation of the university teaching staff, are presented. Indicated amongst these aspects, is the need to incorporate the questionnaire into a more wider-ranging evaluation plan, such as DOCENTIA, the possibility of creating banks of items, the inclusion of open items and the exigency of undertaking on-line applications of the questionnaire.

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