

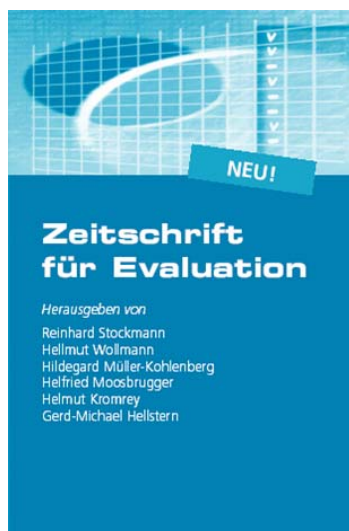
Lehrevaluation an Hochschulen: Schlussfolgerungen aus Forschung und Anwendung für Hochschulunterricht und seine Evaluation

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Abstract

German universities began to evaluate quality of teaching as an answer to signs of crisis in higher education and as reaction to new laws by the state. But many evaluation approaches show insufficient scientific foundation: evaluation on universities uses non-theoretical practical ways, only juridical conditions are fulfilled, but approximation to aims is not checked, conditions of teaching quality are not researched. The practice of evaluation of teaching reveals a poverty of reflection and a lack of effectiveness. The article tries to give evidence for the assumptions, to define reasons for this development and to evolve proposals for a theoretical and practical more useful evaluation on teaching. Therefore different research questions and results in their theoretical and practical significance are checked for the relation between research and evaluation on teaching and single professions (teaching research, diagnostic, evaluation research, research in higher education, organisational research).



Impressum

Herausgeber:

Prof. Dr. Reinhard Stockmann, Universität des Saarlandes
(Geschäftsführender Herausgeber)
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Redaktion:

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