## Appendix A: Application to Conduct Research

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Appendix A 1

Approval by Northern Tasmania Social Sciences Human Research Ethics Committee
MINIMAL RISK ETHICS APPLICATION APPROVAL

5 August 2009

Professor John Williamson
Education
Private Bag 1307
Launceston

Ethics reference: H10723

University teaching and the evaluation of teaching: Perceptions of key stakeholders including senior administrators and academics at a private and a public University in Vietnam.

Ms Nga Tran Duc (PhD)

Dear Professor Williamson

The Tasmania Social Sciences HREC Ethics Committee approved the above project on 3 August 2009.

All committees operating under the Human Research Ethics Committee (Tasmania) Network are registered and required to comply with the National Statement on Ethical Conduct in Human Research (NHMRC 2007).

Therefore, the Chief Investigator’s responsibility is to ensure that:

1) All researchers listed on the application comply with HREC approved application.

2) Modifications to the application do not proceed until approval is obtained in writing from the HREC.

3) The confidentiality and anonymity of all research subjects is maintained at all times, except as required by law.

4) Statement 5.5.3 of the National Statement states:

Researchers have a significant responsibility in monitoring approved research as they are in the best position to observe any adverse events or unexpected outcomes. They should report such events or outcomes promptly to the relevant institution/s and ethical review bodies and take prompt steps to deal with any unexpected risks.

5) All participants must be provided with the current Information Sheet and Consent form as approved by the Ethics Committee.

A PARTNERSHIP PROGRAM IN CONJUNCTION WITH THE DEPARTMENT OF HEALTH AND HUMAN SERVICES
6) The Committee is notified if any investigators are added to, or cease involvement with, the project.

7) This study has approval for 4 years contingent upon annual review. A Progress Report is to be provided on the anniversary date of your approval. You will be sent a courtesy reminder closer to this due date.

8) A Final Report and a copy of the published material, either in full or abstract, must be provided at the end of project.

Yours sincerely

Emily Keenan

Ethics Executive Officer

A PARTNERSHIP PROGRAM IN CONJUNCTION WITH THE DEPARTMENT OF HEALTH AND HUMAN SERVICES
Appendix A 2

Sample of Request re: Survey of Teachers’ Participation
Dear Prof [name]

I am writing to ask permission for one of our doctoral students to undertake part of her study in your university.

Ms Tran Duc Nga is a PhD student at University of Tasmania; she is doing her study on the topic entitled ‘University teaching and the evaluation of teaching: Perceptions of key stakeholders including senior administrators and academics in a non-public and a public university in Vietnam’.

In the context of national policies, student mobility and institutional improvement, the importance of teaching as a core function of university excellence has been highlighted in all countries.

This study will assist senior policy makers within higher education institutions to utilize resources in a more targeted manner, to address issues relating to improvement of teaching and how it is evaluated.

The study’s data collection methods will include a questionnaire for academics and semi-structured interviews with four senior administrators in your university. The specific details of the research are described in the Participant Information Sheet attached to this letter.

This research has been approved by the Human Research Ethics Committee (Tasmania) Network (reference number H10723).

May I please request you to contact either Ms Nga (at ntranduc@utas.edu.au) or myself at your convenience to inform us of your decision regarding the involvement of your University.

If you have any question relating to this research, please feel free contact at the address below.

Thank you in advance for your collaboration.

Yours sincerely,

Prof. John Williamson
Chair, Academic Senate
University of Tasmania
Locked Bag 1307 Launceston
Tasmania 7250 Australia
Telephone: 61 3 6324 3339
Email: John.Williamson@utas.edu.au
Appendix A 3

Sample of Approval Letter by the Presidents of Two Participating Universities
Professor John Williamson  
Chair, Academic Senate  
University of Tasmania  
Locked Bag 1307 Launceston  
Tasmania 7250 Australia  
Telephone: 61 3 6324 3339

Dear Prof. Dr. John Williamson,

I hereby grant permission for Mrs Tran Duc Nga to conduct her research entitled ‘University teaching and the evaluation of teaching: Perceptions of key stakeholders including senior administrators and academics in a non-public and a public university in Vietnam’ in as requested in your letter dated on 4th November 2009.

Sincerely yours,

(Signed and Stamped)
### Appendix B: Information Sheets and Statement of Consent

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Appendix B 1

Information Sheet for University Administrators (English)
INFORMATION SHEET

Working title of the study:

*University teaching and the evaluation of teaching: Perceptions of key stakeholders including senior administrators and academics in a non-public and a public university in Vietnam*

10 April, 2009

Dear Senior Administrators,

You are invited to participate in a study of university teaching and its evaluation in Vietnam. The study is being conducted by Tran Duc Nga, a PhD student in the Faculty of Education at the University of Tasmania, Australia, in fulfillment of her doctoral studies under the supervision of Prof. John Williamson and Dr. Marion Myhill.

The study aims to explore the how teaching is perceived and evaluated in HE in Vietnam. You are being invited to take part in this research because you have unique insight into these matters which is vital to the study. In the future, they might also help shape recommended procedures in decision making processes related to the evaluation of teaching in Vietnamese tertiary institutions. Your participation will also provide you with an opportunity to express your own opinions about university teaching and its evaluation. Please note that your participation is entirely voluntary and you may withdraw at any time without effect or explanation and you may also withdraw any data supplied.

If you agree to participate in this study, there will be two steps.

**Step 1 – Interview**

In this step, you will be invited to participate in a 45 minute interview at a time of your convenience. The purpose of the interview is to give you the opportunity to reflect on your ideas about the evaluation of teaching, particularly through the Student Evaluation of Teaching (SET) instrument, which is currently used in your institution. The interview will be conducted by the student researcher in Vietnamese. If you agree, the interview will be audio-recorded to assist in the accurate transcription of your comments. This recording will only be used for data collection purposes.

During the interview session, you may decline to answer any question and you are free to withdraw at any time without providing an explanation and if you so wish you may also withdraw any data you have provided at this time. There will be no consequences to you if you decide not to participate or to continue to participate in the study.

The transcripts of your interviews will be made available to you approximately one month after the interview to ensure the accurate transcription of your views is expressed. At this
time, you may also edit or withdraw content from the transcripts. If you do wish to withdraw or amend any information in the transcript, the revised transcript should be returned to the researchers within one month of receipt of the transcript.

**Step 2 – Completion of Questionnaire**

In this step, you will be involved in completing a questionnaire. The questionnaire consists of three parts: **Part A** – Evaluation of Teaching – will ask you to select ten items from the Student Evaluation of Teaching item bank and **Part B** – Quality of Teaching in Higher Education – will require you choose the most and the least important aspect of quality teaching in Higher Education. **Part C** – Background Information – will ask you to give your demographic information about you anonymously. The questionnaire should take approximately 15 minutes to complete. After completing the questionnaire, you will be asked to return it to the researchers in the enclosed reply repaid envelope.

All the information you provide us in Step 1 and Step 2 will be treated in the strictest confidence and your name will not be used in any publication arising from the research. Your anonymity will be protected by labeling the audio-tapes using a pseudonym. Any names (of people, organizations and geographical areas) mentioned will be coded (eg. Given pseudonyms) during the transcription process. All data (audio-tape and transcription and questionnaire) will be kept in a locked filing cabinet at the University of Tasmania for a five-year period after which it will be destroyed.

If you would like to discuss any aspect of this research please feel free to contact either Prof John Williamson (at John.Williamson@utas.edu.au) or Dr. Marion Myhill (at Marion.Myhill@utas.edu.au) or Ms Tran Duc Nga (at ntranduc@utas.edu.au). Any of us would be happy to discuss the study with you. Once we have completed the study, we shall mail/email you a summary of our findings. You are welcome to contact us at that time to discuss any issues relating to the research.

This research has been approved by the Human Research Ethics Committee (Tasmania) Network. If you have any concerns or complaints about the conduct of this research please contact the Executive Officer of the HREC (Tasmania) Network on +613 6226 7479 or email human.ethics@utas.edu.au. The Executive Officer is the person nominated to receive complaints from research participants. You will need to quote [HREC project number].

**Thank you for taking the time to consider this research.**

**If you wish to take part in the study, please sign the attached consent form.**

This information sheet is for you to keep.
Appendix B 2

Information Sheet for University Administrators (Vietnamese)
THÔNG TIN VỀ NGHIÊN CỨU (DÀNH CHO CÁC NHÀ QUẢN TRỊ)

Tên đề tài dự kiến:

Giang dạy và đánh giá chất lượng giảng dạy đại học: Nhận thức của các nhà quản trị và giảng viên tại hai trường đại học ngoài công lập và công lập Việt Nam

Thưa các quý Thầy/Cô,

Trân trọng kính mời Thầy/Cô tham gia đề tài nghiên cứu về công tác giảng dạy và đánh giá chất lượng giảng dạy tại Việt Nam do nghiên cứu sinh Trần Đức Nga, khoa Giáo dục thuộc Đại học Tasmania, Úc thực hiện. Nghiên cứu này được thực hiện với sự hướng dẫn của Giáo sư John Williamson và Tiến sĩ Marion Myhill.

Chúng tôi mong muốn Thầy/Cô tham gia nghiên cứu này vì Thầy/Cô có hiểu biết sâu sắc về những vấn đề có liên quan đến nghiên cứu. Những hiểu biết của Thầy/Cô sẽ giúp hình thành những quyết định trong tương lai nhằm phát triển công tác đánh giá chất lượng giảng dạy đại học tại Việt Nam. Tham gia vào nghiên cứu này, Thầy/Cô sẽ có cơ hội thể hiện ý kiến của mình về những vấn đề nêu trên.

Việc tham gia vào nghiên cứu này là hoàn toàn tự nguyện và Thầy/Cô có thể từ chối tham gia nghiên cứu vào bất kỳ lúc nào mà không cần giải thích lý do cũng như không bị ảnh hưởng gì. Ngoài ra, Thầy/Cô cũng có thể rút lại toàn bộ các thông tin mà Thầy/Cô đã cung cấp.

Nghiên cứu này gồm hai bước, nếu Thầy/Cô đồng ý tham gia nghiên cứu, đề nghị Thầy/Cô tham gia cả hai bước:

Bước 1: Phỏng vấn

Trong bước này, chúng tôi sẽ mời Thầy/Cô tham gia 45 phút phỏng vấn vào thời gian thuận tiện nhất đối với Thầy/Cô. Mục đích của phỏng vấn này là để Thầy/Cô nêu quan điểm của mình về việc đánh giá chất lượng giảng dạy, đặc biệt là thông qua việc sử dụng Phiếu sinh viên đánh giá chất lượng giảng dạy hiện đang được trường Thầy/Cô sử dụng. Nếu Thầy/Cô đồng ý, phỏng vấn này sẽ được ghi âm để hỗ trợ chúng tôi trong việc nhận nhận phản hồi của Thầy/Cô.
Trong quá trình phỏng vấn, Thầy/Cô có thể từ chối trả lời bất kỳ câu hỏi nào và có thể từ chối tiếp tục tham gia nghiên cứu bất kỳ lúc nào mà không cần phải đưa ra lý do; đồng thời Thầy/Cô cũng có thể rút lại các thông tin đã cung cấp. Sẽ không có bất kỳ một sự bất lợi nào đối với Thầy/Cô nếu Thầy/Cô từ chối tham gia phỏng vấn.

Nhằm đảm bảo tính chính xác, việc chuyển từ văn bản lời nói của Thầy/Cô sang văn bản viết sẽ được hoàn thành trong thời gian 1 tháng sau khi phỏng vấn. Trong thời gian này, Thầy/Cô có thể điều chỉnh lại ý kiến của mình hoặc cắt đi những ý kiến mà Thầy/Cô cho là không thể hiện đúng ý mình; khi đó để nghỉ Thầy/Cô chuyển lại ý kiến mới 1 tháng sau khi nhận văn bản viết.

Bước 2: Hoàn thành Bảng câu hỏi khảo sát


Toàn bộ thông tin Thầy/Cô cung cấp cho chúng tôi trong cả hai bước trên sẽ được đảm bảo hoàn toàn bí mật. Tên của Thầy/Cô sẽ không được sử dụng trong bất cứ ấn phẩm nào. Tất cả mọi dữ liệu (bao gồm phỏng vấn, Bảng câu hỏi của Thầy/Cô và các thông tin cá nhân) sẽ được lưu giữ tại Trường Đại học Tasmania trong thời gian 5 năm sau khi luận văn hoàn thành.

Nếu Thầy/Cô mong muốn trao đổi bất cứ khía cạnh nào của nghiên cứu này, đề nghị Thầy/Cô liên hệ với Giáo sư John Williamson (email: John.Williamson@utas.edu.au) hoặc TS Marion Myhill (email: Marion.Myhill@utas.edu.au) hoặc NCS Trần Đức Nga (email: ntranduc@utas.edu.au). Chúng tôi sẵn sàng thảo luận với Thầy/Cô. Khi nghiên cứu này kết thúc, chúng tôi sẽ email Thầy/Cô bản Tóm tắt kết quả nghiên cứu.

Nghiên cứu này đã được Hội Đồng về Đạo Đức Trong Nghiên Cứu (Tasmania) phê chuẩn. Nếu Thầy/Cô có bất cứ lo ngại nào về việc thực hiện nghiên cứu này, đề nghị liên hệ với Chuyên viên chính của Hội Đồng theo số +613 62267479 hoặc email human.ethics@utas.edu.au. Đề nghị ghi rõ mã số của nghiên cứu này là H10703.

Nếu Thầy/Cô đồng ý tham gia nghiên cứu này, đề nghị ký tên vào Phiếu ‘Đồng ý tham gia nghiên cứu’. Cám ơn Thầy/Cô đã dành thời gian cho nghiên cứu này.
STATEMENT OF INFORMED CONSENT  (For Administrators)

Working title of the study:
University teaching and the evaluation of teaching: Perceptions of key stakeholders including senior administrators and academics at a non-public and a public university in Vietnam

1. I have read and understood the 'Information Sheet' for this study.
2. The nature and possible effects of the study have been explained to me.
3. I understand that the study involves the following procedures:
   **Step 1**
   - an audio-taped interview for approximately 45 minutes on my reflection
     of the current Student Evaluation of Teaching instrument used to
     evaluate teaching quality. I understand that the transcript of the interview
     will be made available to me for review.
   **Step 2**
   - completion of a set of items on a survey questionnaire relating to my
     demographic information and opinions on the evaluation of teaching.
   - completion of the survey questionnaire might take 15 to 20 minutes.
4. I understand that I may feel uncomfortable during the interview.
5. I understand that all research data will be securely stored on the University of
   Tasmania premises for a period of 5 years after the publication of the data. The data
   will be destroyed at the end of 5 years following the publication of the data.
6. Any questions that I have asked have been answered to my satisfaction.
7. I agree that research data gathered for the study may be published (provided that I
   cannot be identified as a participant).
8. I understand that my identity will be kept confidential and that any information I
   supply to the researcher will be used only for the purposes of the research.
9. I agree to participate in this study and understand that I may withdraw at any time
   without any effect, and if I so wish, may request that any data supplied to date be
   withdrawn from the research.
Statement by Investigator
I have explained this project and the implications of participation in it to this volunteer and I believe that the consent is informed and that he/she understands the implications of participation.

Name of Chief Investigator:       Prof John Williamson
Signature of Chief Investigator: .................................................. Date: ............................... 

Name of Investigator:           Dr Marion Myhill
Signature of Co-Supervisor: .......................................................... Date: ............................... 

Name of Student Investigator:     Ms Nga Tran Duc
Signature of Investigator: .......................................................... Date ...............................
Appendix B 4

Consent Form for University Administrators (Vietnamese)
ĐỒNG Ý THAM GIA NGHIÊN CỨU

Tên đề tài:
Giảng dạy và đánh giá chất lượng giảng dạy đại học: Nhận thức của các nhà quản trị và giảng viên tại hai trường đại học ngoài công lập và công lập Việt Nam

1. Tôi đã học và hiểu Thông tin về nghiên cứu.
2. Tôi đã được giải thích về nội dung của nghiên cứu này và những ảnh hưởng của nó.
3. Tôi hiểu là nghiên cứu này bao gồm 2 bước:
   Bước 1: Tham gia phỏng vấn (thời gian khoảng 45 phút) với nội dung về Phiếu sinh viên đánh giá công tác giảng dạy. Tôi hiểu là phỏng vấn sẽ được ghi âm.
   Bước 2: Tham gia hoàn thành Bảng câu hỏi khảo sát. Tôi hiểu là thời gian để hoàn thành Bảng câu hỏi này khoảng từ 10 đến 20 phút.
4. Tôi hiểu là những dữ liệu của nghiên cứu này sẽ được lưu giữ tại Trường Đại học Tasmania trong thời gian 5 năm sau khi luận văn hoàn thành
5. Bất kỳ câu hỏi nào của tôi đều đã được trả lời đầy đủ.
6. Tôi đồng ý với việc phân tích và sử dụng dữ liệu của nghiên cứu này với điều kiện là tên của tôi và các thông tin nhận dạng về cá nhân tôi không được sử dụng.
7. Tôi hiểu rằng những thông tin về bản thân tôi sẽ được giữ kín và bất cứ thông tin nào tôi cung cấp chỉ được sử dụng vào mục đích nghiên cứu.
8. Tôi đồng ý tham gia nghiên cứu này và hiểu rằng tôi có thể từ chối tham gia nghiên cứu vào bất cứ lúc nào mà không hề có ảnh hưởng gì. Thêm nữa, tôi có thể yêu cầu rút lại những thông tin mà tôi đã cung cấp.

Tên người tham gia nghiên cứu:

Chữ ký:
Ngày/tháng/năm: ................................

Xác nhận của thành viên trong nhóm nghiên cứu
Tôi đã giải thích về nội dung của nghiên cứu cho tinh nguyên viên này. Tôi tin là Tình nguyên viên này đã đồng ý tham gia nghiên cứu này.

Tên của Giảng viên hướng dẫn chính: GS John Williamson
Chữ ký:
Ngày/tháng/năm: ................................

Tên của Giảng viên hướng dẫn: TS Marion Myhill
Chữ ký
Ngày/tháng/năm: ................................

Tên của Nghiên cứu sinh: Trần Đức Nga
Chữ ký:
Ngày/tháng/năm: ................................
Appendix B 5

Information Sheet for University Teachers (English)
INFORMATION SHEET

Working title of the study:

University teaching and the evaluation of teaching: Perceptions of key stakeholders including senior administrators and academics in a non-public and public university in Vietnam

10 April, 2009

Dear Colleagues,

You are invited to participate in a study of university teaching and its evaluation in Vietnam. The study is being conducted by Tran Duc Nga, a PhD student in the Faculty of Education at the University of Tasmania, Australia, in fulfillment of her doctoral studies under the supervision of Prof Williamson and Dr Myhill.

The study aims to explore how teaching is perceived and evaluated in HE in Vietnam. You are being invited to take part in this research because you have unique insight into these matters which is vital to the study. In the future, they might also help shape recommended procedures in decision making processes related to the evaluation of teaching in Vietnamese tertiary institutions. Your participation will also provide you with an opportunity to express your own opinions about university teaching. Please note that your participation is entirely voluntary and you may withdraw at any time without effect or explanation and you may also withdraw any data supplied.

If you agree to participate in this study, you will be invited to complete a questionnaire. The questionnaire consists of three parts: Part A – Teaching in Higher Education – will ask you to response to statements about your beliefs and intention in teaching practices, and Part B – Quality of Teaching in Higher Education – will require you to choose the most and the least important aspect of quality teaching in Higher Education. Part C – Background Information – will ask you to give your demographic information anonymously. The questionnaire should take about 15 to 20 minutes to complete. After completing the questionnaire, you will be asked to return it in the enclosed reply repaid envelope.

The information you provide us will be treated in a confidential manner, and your name will not be used in any publication arising from the research. Your anonymity will be protected.
by labeling using pseudonyms. All data (questionnaire data including your demographic information) will be kept in a locked filing cabinet at the University of Tasmania for a five-year period after which it will be destroyed.

If you would like to discuss any aspect of this research please feel free to contact either Prof John Williamson (at John.Williamson@utas.edu.au) or Dr. Marion Myhill (at Marion.Myhill@utas.edu.au) or Ms Tran Duc Nga (at ntranduc@utas.edu.au). Any of us would be happy to discuss the study with you. Once we have completed the study, we shall mail/email you a summary of our findings. You are welcome to contact us at that time to discuss any issues relating to the research.

This research has been approved by the Human Research Ethics Committee (Tasmania) Network. If you have any concerns or complaints about the conduct of this research please contact the Executive Officer of the HREC (Tasmania) Network on +613 6226 7479 or email human.ethics@utas.edu.au. The Executive Officer is the person nominated to receive complaints from research participants. You will need to quote [HREC project number].

Thank you for taking the time to consider this research.

If you wish to take part in the study, please sign the attached consent form.

This information sheet is for you to keep.
Appendix B 6

Information Sheet for University Teachers (Vietnamese)
THÔNG TIN VỀ NGHIÊN CỨU (ĐÀNH CHO GIẢNG VIÊN)

Tên đề tài:

Giảng dạy và đánh giá chất lượng giảng dạy đại học: Nhận thức của các nhà quản trị và giảng viên tại hai trường đại học ngoài công lập và công lập Việt Nam

Thưa các quý Thầy/Cô,

Trân trọng kính mời Thầy/Cô tham gia đề tài nghiên cứu về công tác giảng dạy và đánh giá chất lượng giảng dạy tại Việt Nam do Nghiên cứu sinh Trần Đức Nga, khoa Giáo dục thuộc Đại học Tasmania, Úc thực hiện. Nghiên cứu này được thực hiện với sự hướng dẫn của Giáo sư John Williamson và Tiến sĩ Marion Myhill.

Chúng tôi mong muốn Thầy/Cô tham gia nghiên cứu này vì Thầy/Cô có hiểu biết sâu sắc về những vấn đề có liên quan đến nghiên cứu. Những hiểu biết của Thầy/Cô sẽ giúp hình thành những quyết định trong tương lai nhằm phát triển công tác đánh giá chất lượng giảng dạy đại học tại Việt Nam. Tham gia vào nghiên cứu này, Thầy/Cô sẽ có cơ hội thể hiện ý kiến của mình về những vấn đề nếu trên.

Việc tham gia vào nghiên cứu này là hoàn toàn tự nguyện và Thầy/Cô có thể từ chối tham gia nghiên cứu vào bất kỳ lúc nào mà không cần giải thích lý do cũng như không bị ảnh hưởng gì. Ngoài ra, Thầy/Cô cũng có thể rút lại toàn bộ các thông tin mà Thầy/Cô đã cung cấp.

Nếu Thầy/Cô đồng ý tham gia nghiên cứu này, đề nghị Thầy/Cô hoàn thành BẢNG CÂU HỎI KHẢO SÁT đính kèm.
### Appendix C: Research Instruments

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<td>C9</td>
<td>Student Evaluation of Teaching Form (University N)</td>
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</table>
Interview Guide
**Semi-structured interview guide with university administrators**

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Key questions</th>
</tr>
</thead>
</table>
| To investigate the interviewee’s role in the development of the SET Form, as well as the process of developing the Form. | Q1. Could you please tell me about your participation in the design of the SET Form used in your university?  
Q2. Has the Form been revised since the time it first introduced? If so, when, and what were the changes? |
| To investigate the interviewee’s assumptions about SET                   | Q3. If you have to choose only one criterion to evaluate teaching, which one do you choose and why?  
Q4. Do you want to delete or add any more items in the Form? Why and why not?  
Q5. Are you satisfied with the criteria/items in the SET Form in your university? Why and why not?  
Q6. What are you most satisfied with the SET implementation? |
| To investigate the interviewee’s perception of teaching                  | Q7. What do you see the role of the teacher in the teaching and learning process? Why?  
Q8. Could you nominate one teacher in your university that you believe she/she is an exemplary?  
Q9. What has she/he done in teaching that make you to think that she/he has done a good job? |
Appendix C 2

Survey-Questionnaire for University Administrators (English)
PART A: EVALUATION OF TEACHING INSTRUCTION: Below are 20 statements that might be used for Student Evaluation of Teaching. Please choose only TEN items from the list that you would recommend the university to use in evaluating quality of teaching.

Place a tick (✓) for the items chosen in the space provided

…………  a. The lecturer used various teaching strategies in delivering what he/she knows to us.
…………  b. The lecturer used open-ended examples to provoke debate.
…………  c. Opportunities were available for us to discuss how we have changed in the way we think.
…………  d. The lecturer provided us with a good set of notes with key ideas from the textbooks.
…………  e. Assessment in this subject focused on what I have memorised.
…………  f. I was encouraged to relate problems in this subject with what might happen in real life settings.
…………  g. In this subject I was encouraged into new ways of thinking.
…………  h. In class, my ideas were often shared with other classmates.
…………  i. The lecturer reminded us about information needed for the examination.
…………  j. I was encouraged to think of other solutions to a problem, rather than repeat the teacher’s solution.
…………  k. Studying this subject, my analytic skills seem to be sharpened.
…………  l. I have learned different ways to memorize facts and information.
…………  m. The lecturer structured the material well to cover all important topics.
…………  n. I have become more confident in tackling unfamiliar problems.
…………  o. I have learned to think critically about the subject.
…………  p. After studying this subject, I reconsidered many of my former viewpoints.
…………  q. The learning experiences in this subject helped me to appreciate different viewpoints.
r. From beginning of the course, the teacher provided us with information needed to pass the end-term examination.

s. I have learned how to perceive the world from different perspectives.

t. I have learnt to solve standard problems

PART B: QUALITY OF TEACHING IN HIGHER EDUCATION

INSTRUCTION:
Below is a list of seven important aspects, on which the quality of teaching depends. Please rank these aspects from (1) to (7) with

1: the most important
7: the least important

……….. characteristics of the students (eg previous experience)
……….. how well the course is designed
……….. how well the university supports teaching
……….. characteristics of the teacher (eg content knowledge of the subject)
……….. student approaches to learning (eg deep or surface learning)
……….. how well the teacher organizes their teaching
……….. how well the teacher supports student learning

PART C: BACKGROUND INFORMATION

INSTRUCTION: Please put a tick (√) in the box that best describe your responses to each question.

1. How long have you been working in higher education?
   □ less than 1 year
   □ 2-5 years
   □ 6-10 years
   □ more than 10 years

2. How long have you been working in your current position?
   □ less than 1 year
   □ 2-5 years
   □ 6-10 years
   □ more than 10 years

3. Have you had teaching experience?
   □ No
   □ Yes

3a. Are you currently teaching?
   □ No
   □ Yes

THANK YOU FOR YOUR COOPERATION!
Appendix C 3

Survey-Questionnaire for University Administrators (Vietnamese)
CÂU HỎI KHẢO SÁT

PHẦN A: ĐÁNH GIÁ CÔNG TÁC GIẢNG DẠY

HƯỚNG DẪN:
Dưới đây là 20 câu có thể được sử dụng trong Phiếu sinh viên đánh giá chất lượng giảng dạy. Xin Thầy/Cô vui lòng lựa chọn 10 câu mà Thầy/Cô cho là phù hợp nhất trong đánh giá chất lượng giảng dạy.
Để nghị Thầy/Cô đánh dấu √ vào trước 10 câu được lựa chọn.

............ a. Giảng viên đã sử dụng các kỹ thuật giảng dạy khác nhau để truyền đạt những gì giảng viên biết.
............ b. Giảng viên đã sử dụng các ví dụ gợi mở để tạo tiền đề cho sinh viên các bạn tranh luận.
............ c. Các bạn có nhiều cơ hội để thảo luận về những thay đổi trong suy nghĩ của mình.
............ d. Giảng viên đã cung cấp cho các bạn những tập tài liệu với các ý chính trích dẫn từ giáo trình.
............ e. Các bài thi/kiểm tra môn này tập trung đánh giá vào việc xem bạn đã nhớ được những gì.
............ f. Bạn được khuyến khích để liên hệ những vấn đề học được trong môn này với những gì có thể xảy ra trong thực tế.
............ g. Học môn này, bạn được khuyến khích suy nghĩ theo cách khác nhau.
............ h. Ý kiến của bạn thường được chia sẻ với các bạn khác cùng lớp.
............ i. Giảng viên thường nhắc nhở các bạn những thông tin cần thiết về các bài thi/kiểm tra.
............ j. Bạn được khuyến khích để giải quyết một vấn đề nào đó theo cách riêng của mình.
............ k. Học môn môn này, kỹ năng phân tích của bạn được nâng cao hơn.
............ l. Bạn đã học được nhiều cách khác nhau để ghi nhớ thông tin.
............ m. Giảng viên đã hệ thống hóa tài liệu của môn học này để chuyển tải toàn bộ những nội dung quan trọng của giáo trình.
............ n. Sau khi học môn này, bạn cảm thấy tự tin hơn khi phải giải quyết một vấn đề mới lạ.
............ o. Bạn cảm thấy bạn trở thành người có tư duy phê phán.
............ p. Sau khi học môn này, bạn thấy mình có những thay đổi nhất định về cách nhìn nhận sự việc.
............ q. Những kinh nghiệm học tập trong môn này đã hỗ trợ bạn biết lắng nghe và tôn trọng các quan điểm khác nhau.
............ r. Ngày từ đầu khóa học, giảng viên đã cung cấp cho các bạn các thông tin cần thiết để vượt qua kỳ thi hết môn.
s. Qua môn học này, bạn đã học được cách nhìn nhận sự việc từ nhiều góc độ khác nhau.

t. Bạn được khuyến khích liên hệ với những gì bạn đã biết đến nội dung của môn này.

PHẦN B: CHẤT LƯỢNG GIẢNG DẠY ĐẠI HỌC

HƯỚNG DẪN:
Dưới đây là danh sách 7 yếu tố liên quan đến chất lượng giảng dạy đại học. Đề nghị Thầy/Cô xếp hạng theo mức độ quan trọng của các yếu tố này từ 1 đến 7 với
1 là yếu tố quan trọng nhất
7 là yếu tố ít quan trọng nhất

........... năng lực của sinh viên
........... thiết kế chương trình của mỗi khóa học
........... nhà trường hỗ trợ công tác giảng dạy
........... năng lực của giảng viên
........... cách thức học tập của sinh viên
........... cách thức giảng viên tổ chức giảng dạy
........... cách thức giảng viên hỗ trợ sinh viên học tập

PHẦN C: THÔNG TIN CÁ NHÂN

HƯỚNG DẪN: Đề nghị Thầy/Cô đánh dấu √ vào các ô thích hợp dưới đây

1. Thời gian Thầy/Cô tham gia công tác quản lý?
   □ less than 1 year
   □ 2-5 years
   □ 6-10 years
   □ more than 10 years

2. Thời gian Thầy/Cô tham gia công tác quản lý với vị trí hiện nay?
   □ less than 1 year
   □ 2-5 years
   □ 6-10 years
   □ more than 10 years

3. Thầy/Cô có tham gia giảng dạy không?
   □ No
   □ Yes
   3a. Are you currently teaching?
      □ No
      □ Yes

TRÂN THÀNH CẢM ƠN CÁC THẦY CÔ!
Appendix C 4

Survey-Questionnaire for Teachers (English)
SURVEY QUESTIONNAIRE

PART A: TEACHING IN HIGHER EDUCATION

INSTRUCTION:
Below are statements about the way higher education teachers go about teaching. Considering these items, please think of one subject that you are currently teaching. Please put a tick (√) in the box that best describes your responses to each statement.

<table>
<thead>
<tr>
<th></th>
<th>Only rarely true for me</th>
<th>Sometimes true for me</th>
<th>About half of the time true</th>
<th>Frequently true for me</th>
<th>Always true for me</th>
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1. In teaching this subject, I use different ways to deliver what I know to students.
2. It is important to know that at the end of this subject, students will be able to repeat the materials taught.
3. I make opportunities available for students to discuss their changing understanding of this subject.
4. I see teaching as helping students to develop new ways of thinking about this subject.
5. I feel satisfied when students can apply knowledge gained in this subject into real life situations.
6. The most important thing in teaching this subject is to cover the required content accurately.
7. Real life situations are reflected in the assessment of this subject.
8. I feel that student’s competence is best measured by the amount of knowledge they have acquired.
9. It is rewarding for me to know that students have reconsidered their viewpoints about the subject matters.
10. My teaching activities are designed to help students better remember the content of this subject.
11. I emphasize building up students’ analytic skills.
12. I feel good about my teaching when there is a high percentage of students who pass the end-term examinations.
13. I set aside time in class when students discuss among themselves the way to subject-related problems.
14. I design the end-term examination to assess the most important topics students have covered.

15. I encourage students to relate problems in this subject with what might happen in real life situations.

16. I know I have done my job when students become more confident in using their analytic skills.

17. At the end of the course, it is good to find out that students are able to solve both standard and new problems.

18. I structure this subject in a way to help students apply the subject matter in real life settings.

19. After studying this subject, I expect my students to change the way they think about the subject matter.

20. I design the learning activities to challenge familiar ways of understanding the subject matter.

21. My teaching time is spent on assisting students on problem solving.

22. I spend time in class showing students key ideas in the textbooks.

23. Assessment should provide opportunities for students to present their views from different perspectives.

24. I encourage students to associate what they already know with the content of this subject.

25. I encourage students to restructure their existing knowledge in terms of new ways of thinking about the subject that they will develop.

26. I expect my students to learn a lot of information related to this subject.

27. In teaching sessions for this subject, I use difficult or open-ended examples to provoke debate.

28. I remind students about the information needed for end-term examination.

29. It is important for me to know that students are able to reflect on and generalize what they have learned.

30. I feel rewarded when students are able to demonstrate higher-order thinking.
PART B: QUALITY OF TEACHING IN HIGHER EDUCATION

INSTRUCTION:
Below is a list of seven important aspects, on which the quality of teaching depends. Please rank these aspects from (1) to (7) with
1: the most important
7: the least important.

……… characteristics of the students (eg previous experience)
……… how well the course is designed
……… how well the university supports teaching
……… characteristics of the teacher (eg content knowledge of the subject)
……… student approaches to learning (eg deep or surface learning)
……… how well the teacher organizes their teaching
……… how well the teacher supports student learning

PART C: BACKGROUND INFORMATION

INSTRUCTION:
Please put a tick (√) in the box that best describe your responses to each statement and fill in the space when appropriate.

1. Your employing university □ Public university □ Non-public university

2. Name of the Faculty/Department: ..............................................................

3. Your gender □ Male □ Female

4. How long have you been teaching? □ less than 6 years □ 6-20 years □ more than 21 years

5. Do you have formal teaching qualification? □ Yes □ No

6. Have you always had teaching career? □ Yes □ No

7. What is your interest as being an academic? □ Teaching □ Research □ Equally teaching and research □ In both, leaning towards teaching □ In both, leaning towards research

THANK YOU FOR YOUR COOPERATION!
CÂU HỎI KHẢO SÁT

PHÂN A: CÔNG TÁC GIẢNG DẠY ĐẠI HỌC

HUỘNG DẪN:

Dưới đây là một số mô tả về công tác giảng dạy đại học của giảng viên. Để nghi Thầy/Cô cho biết ý kiến về một môn nào đó mà Thầy/Cô đang giảng dạy cho sinh viên bậc đại học. Đề nghị Thầy/Cô đánh dấu √ vào ô trống mà Thầy/Cô cho là phù hợp nhất trong thực tế giảng dạy của mình.

1. Khi giảng dạy môn này, tôi dùng nhiều kỹ thuật giảng dạy khác nhau để truyền đạt cho sinh viên những gì tôi biết.
2. Điều quan trọng nhất trong giảng dạy môn này là giảng dạy một cách chính xác những nội dung trong giáo trình đã được phê duyệt.
3. Tôi dành thời gian trên lớp để sinh viên trao đổi với nhau về các cách tiếp cận đối với những vấn đề được học.
4. Trên lớp tôi tạo cơ hội cho sinh viên thảo luận về những thay đổi trong suy nghĩ của họ về những vấn đề được học.
5. Tôi sử dụng thời gian trên lớp hướng dẫn sinh viên những nội dung cốt yếu trong giáo trình.
6. Thời gian trên lớp tôi dành để hỗ trợ sinh viên giải quyết vấn đề đặt ra trong môn học.
7. Tôi khuyến khích sinh viên liên hệ những vấn đề học được trong môn học này với những gì có thể xẩy ra trong thực tế.
8. Tôi khuyến khích sinh viên cấu trúc lại những kiến thức hiện có theo cách suy nghĩ mới về môn học này.
9. Tôi khuyến khích sinh viên liên hệ những gì họ đã biết với nội dung của môn học này.
10. Tôi cho rằng giảng dạy là giúp sinh viên phát triển các cách suy nghĩ mới về những vấn đề được học.
11. Khi giảng dạy môn này, tôi sử dụng các ví dụ gợi mở để tạo tiền đề cho sinh viên tranh luận.
12. Tôi nhắc nhở sinh viên những thông tin cần thiết về các bài thi/kiểm tra.

<table>
<thead>
<tr>
<th>Hiếm khi xảy ra</th>
<th>Đôi khi xảy ra</th>
<th>Xảy ra khoảng ½ thời gian</th>
<th>Thường xảy ra</th>
<th>Luôn là như vậy</th>
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</thead>
<tbody>
<tr>
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<td>(3)</td>
<td>(4)</td>
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</table>

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14. Tôi mong muốn sinh viên biết thêm nhiều thông tin liên quan đến môn này.
15. Tôi cấu trúc môn học ngày theo cách giúp sinh viên áp dụng những vấn đề đã học vào thực tế.
16. Tôi thiết kế các hoạt động giảng dạy để giúp sinh viên nhớ nội dung bài tốt hơn.
17. Các hoạt động học tập được tôi thiết kế để thúc đẩy những cách nghĩ thông thường.
18. Khi giảng dạy, tôi chú trọng vào việc xây dựng cho sinh viên kỹ năng phân tích.
19. Điều quan trọng đối với tôi là kết thúc môn học này sinh viên có thể viết hoặc nói lại được những gì mình đã học.
20. Điều quan trọng đối với tôi là sinh viên có thể ứng dụng và tổng hợp những gì đã học.
21. Các bài thi/kiểm tra trong môn học này được tôi thiết kế nhằm đánh giá những nội dung quan trọng nhất mà sinh viên đã được học.
22. Tôi nghĩ rằng cách tốt nhất để đánh giá năng lực của một sinh viên là đánh giá khối lượng kiến thức mà sinh viên đó học được.
23. Các tình huống thực tế được sử dụng trong các bài thi/kiểm tra của môn học này.
24. Các bài thi/kiểm tra của một môn học phải tạo điều kiện cho sinh viên trình bày các quan điểm khác nhau.
25. Tôi thấy hài lòng khi sinh viên có thể suy nghĩ sâu sắc về vấn đề đã học.
26. Tôi cảm thấy tôi đã hoàn thành công việc giảng dạy của mình khi sinh viên tự tin hơn trong việc sử dụng kỹ năng phân tích của mình.
27. Tôi cảm thấy hài lòng về công tác giảng dạy của mình khi có nhiều sinh viên thi đậu bài kiểm tra cuối kỳ.
28. Đến cuối khóa học, thật tốt khi biết là sinh viên có thể giải quyết được các vấn đề mới.
29. Tôi cảm thấy hài lòng khi sinh viên có thể áp dụng kiến thức đã học ở môn này vào các tình huống thực tế.
30. Tôi cảm thấy hài lòng khi biết rằng sau khi học xong môn này, sinh viên xem xét lại những quan điểm của họ về những vấn đề được học.
PHÂN B: CHẤT LƯỢNG GIẢNG DẠY ĐẠI HỌC

HUỘNG DẪN:
Dưới đây là danh sách 7 yếu tố liên quan đến chất lượng giảng dạy đại học. Đề nghị Thầy/Cô xếp hạng theo mức độ quan trọng của các yếu tố này từ 1 đến 7 với
1 là yếu tố quan trọng nhất
7 là yếu tố ít quan trọng nhất

........... năng lực của sinh viên
........... thiết kế chương trình của mỗi khóa học
........... nhà trường hỗ trợ công tác giảng dạy
........... năng lực của giảng viên (ví dụ kiến thức chuyên ngành)
........... cách thức học tập của sinh viên
........... cách thức giảng viên tổ chức giảng dạy
........... cách thức giảng viên hỗ trợ sinh viên học tập

PHẦN C: THÔNG TIN CÁ NHÂN

HUỘNG DẪN:
Đề nghị Thầy/Cô đánh dấu √ vào các ô thích hợp dưới đây

1. Thầy/Cô đang công tác tại trường:
   - Đại học công lập
   - Đại học ngoài công lập

2. Thầy/Cô đang giảng dạy tại khoa:
   .................................................................

3. Giới tính:
   - Nam
   - Nữ

4. Thời gian Thầy/Cô đã tham gia công tác giảng dạy nói chung?
   - ít hơn 6 năm
   - từ 6 đến 20 năm
   - trên 20 năm

5. Thầy/Cô có bằng hay chứng chỉ sư phạm không?
   - Có
   - Không

6. Thầy/Cô có liên tục làm công tác giảng dạy hay không?
   - Có
   - Không

7. Là một giảng viên đại học, Thầy/Cô quan tâm đến vấn đề nào sau đây?
   - Giảng dạy
   - Lâm nghiên cứu
   - Cả công tác giảng dạy và nghiên cứu
   - Cả hai nhưng nghiêng nhiều về giảng dạy
   - Cả hai nhưng nghiêng nhiều về nghiên cứu

CHÂN THÀNH CẢM ƠN SỰ CỘNG TÁC CỦA THẦY/CÔ!
Appendix C 6

MOET’s Guideline on Student Evaluation of Teaching (version 1)
(Translated from original document)
To: Higher Education Institutions

Pursuant to Directive No 33/2006/CT-TTg dated 08 September 2006 of the Prime Minister on anti-corruption, and prevention of achievement syndrome in education, in which states the major activity for the academic year of 2007-2008 is “Against training that unmet the standards, unmet the society’s demands”; to the implementation of MOET’s Regulation on the evaluation of, the ranking of school teachers, Ministry of Education and Training provides guidance to universities, institutes, colleges (hereinafter as HEIs) on the implementation of collecting student feedback on teaching as follows:

I. Purpose

1. Contribute to the implementation of the Decree on Freedom in educational organization;
2. Heighten the responsibility of teaching staff in the implementation of achieving the educational goals, to develop teaching staff with morality, professional conscience, with good content knowledge, and advanced pedagogy.
3. Add another information channel to
   - assist teachers to adjust their teaching practices;
   - assist HEIs in its quality assurance
   - assist administrators in HEIs to comment and judge teachers.
   - prevent corruptions in teaching at HEIs, to identify exemplary teachers.

II. Requirements

1. Ensure the traditional custom of paying respect to the teachers, and of the nation’s cultural and ethical value; the content and instrumentation should reflect teaching in a comprehensive and objective way; the interpretation of data from student feedback should be reliable and valid.
2. Students should be objective, fair, and honest in providing their feedback on teaching.
3. Teachers should respect, be humble with their results from students’ feedback.

III. Content and instrumentation

1. Content
Student feedback should focus on the following areas:
- Content and teachers’ pedagogy;
- Teaching and learning materials, and punctuation
- Responsibility, and enthusiasm to students and to their teaching hours
- Teachers’ abilities in the promotion of students’ innovative and independent thinking;
- Teachers’ fairness in summative as well in formative assessment;
- Teachers’ abilities in organising, guiding students to learn;
- Professional behaviours;
- Other matters (if necessary)

2. Instrumentation
HEIs are to design their own instrument to collect student feedback on teaching, based on their assessment of the individual institution. MOET attaches in this Guideline 7 samples of some universities in the country and overseas.

IV. Implementation process
1. For HEIs
   a) Organize Committee to manage and monitor the process of collecting student feedback on teaching. This Committee should be responsible for the following:
      - Direct the design of Student Evaluation of Teaching (SET), train staff who participate in the implementation processes; these staff should not heavily involve in teaching, and the assignment of teaching load, as well as teaching management.
      - Direct the distribution of SETs at the end of each module, or unit.
   b) In the academic year of 2007-2008, all HEIs based on their own institutional circumstance to trial SETs for selected group of teachers, in selected faculties, or divisions. Report about the implementation to be sent to MOET before 15 March 2008.

2. MOET to organise its own Committee, member of which include representatives from Department of Human Resource, Department of Tertiary Education, Department of Finance, Information Technology Institution, Quality Assurance Office. This Committee should be responsible for
   - Introducing several instruments and HEIs that have implemented SETs
   - Providing assistance in SET design, and training for staff to participate in the implementation of SETs.
- Providing direct instruction to the Education University, Hanoi, and Education University, Ho Chi Minh City, and Education College (Thai Nguyen University), and Dong Thap Education University on the implementation of SETs.

- Organising Conference (tentatively in October 2008) to share the experience.

- Synthesising and reporting to MOET

3. During the implementation, report to MOET if there are any difficulties.

On behalf of Minister of MOET

Vice Minister
Appendix C 7

MOET’s Guideline on Student Evaluation of Teaching (version 2)
(Translated from original document)
To: Higher Education Institutions

Pursuant to Directive No 296/CT-TTg dated 27 February 2010 of the Prime Minister on Higher Education Reform Agenda during 2010-2012, to the Action Plan to implement Directive No 5-NQ/BCSD dated 06/01/2010 of MOET’s Communist Party Committee on Higher Education Reform 2010-2012; to MOET’s Decree No 7823/CT-BGDDT dated 27 October 2009 on the Major Activities of Higher Education in the year 2009-2010, and to the results from the trial in several universities in collecting student feedback on teaching, Ministry of Education and Training continues to provide guidance to universities, institutes, colleges (hereinafter as HEIs) on the implementation of collecting student feedback on teaching as follows:

I. Purpose
   1. Contribute to the implementation of the Decree on Freedom in educational organization; develop teaching staff with morality, professional conscience, with good content knowledge, and advanced pedagogy.
   2. Add another information channel to assist teachers to adjust their teaching practices; heighten their responsibility in the implementation of HEIs’ educational goals;
   3. Heighten students’ responsibility with their rights, self-training; provide opportunities for the students to voice their desires and opinions about teaching.

II. Requirements
   1. Ensure the traditional custom of paying respect to the teachers, and of the nation’s cultural and ethical value; the content and instrumentation should reflect teaching in a comprehensive and objective way; the interpretation of data from student feedback should be reliable and valid.
   2. Students should be objective, fair, and honest in providing their feedback on teaching.
   3. Teachers should respect, be humble with their results from students’ feedback.

III. Content and instrumentation
   1. Content
      Student feedback should focus on the following areas: 1/Content and teachers’ pedagogy; 2/ Teaching and learning materials, teachers’ abilities in using teaching aids; 3/Responsibility, and enthusiasm to students and to their teaching hours; 4/ Teachers’ abilities in the promotion of students’ innovative and independent thinking; 5/ Teachers’ fairness in summative as well in formative assessment; 6/ Teachers’ abilities in organising, guiding students to learn; 7/ Professional behaviours; 8/ Other matters (if necessary)
HEIs should publicise these requirements on teaching to provide the basis for their feedback on teaching.

2. Instrumentation

Based on the purpose, requirements, and content of the student feedback on teaching; on the current situation of the HEIs, each HEI should proactively and creatively design the instrumentation to collect feedback from the students about the teaching delivered by both theory teaching teachers and practical teaching teachers.

Instrumentation for student feedback on teaching should specify indicators, including criteria,

- Criteria: Activities that teachers should accomplish when teaching, every criterion is defined by several indicators;
- Indicators: specific area of the criteria on teachers’ activities that the students can feel during their studying
- Scale: Value given to indicator; if “attitude” is measured, 4 scales are often used, with 1/Do not agree; 2/Undecided; 3/Agree; 4/Completely agree.

IV. Implementation process

1. Procedures

Below are steps for collecting student feedback on teaching: 1/ HEIs to inform the general plan for the implementation; 2/ Make a list of teaching staff, number of units and modules, number of students for each unit and modules; 3/ Identify the minimum number of students available for the evaluation in each unit; 4/ Distribute the survey, do not distribute if the number of students at the time is less than the minimum identified. 5/ Collect, sort and analyse the survey; 6/ Interpret the results/analysis; 7/ Comply to the procedures regarding to the storage of documents.

2. Data analysis

HEIs should decide

- Usable surveys, unusable surveys (examples of unusable surveys include the blank survey, surveys that are written in destructive manners)
- Minimum percentage of usable surveys on a minimum number of students participating in the surveys.
- Responsibility of the organization, individuals in data analysis of the survey.

3. The use of the results

Leaders in HEIs should use the results from the survey for the following purposes

- Teaching staff to adjust their own teaching practices, to develop plans for professional study, and development
- Division, Faculty to consult before assigning teaching workload for individuals, to develop professional development plan;
- HEIs to consult for teaching staff development plan.

V. Implementation

During the second semester of the academic year 2009-2010, HEIs to implement student feedback on teaching surveys in accordance with the scale and scope
identified in each HEI. From 2010-2011, all HEIs to implement the surveys to all teachers in HEIs.

Pursuant to MOET’s Guidelines, HEIs to decide on the timeline, responsibility of the individual and organisation, on the data analysis methods, the interpretation of the data and other document storage procedures of the surveys; HEIs to report to MOET annually at the end of July.

MOET to monitor the implementation of collecting student feedback on teaching in all HEIs, and organise a Conference on this matter at the end of 2010. During the implementation stage, if there is any difficulties, HEIs should inform MOET or directly email to specialist: Chu Van Quang, at 04.36230501, Email: cvquang@moet.gov.vn; or Phung Nhu Thuy, at 04.36230604, Email: pnthuy@moet.edu.vn

On behalf of Minister of Education and Training

Vice – Minister
Appendix C 8

Student Evaluation of Teaching Form (University P)

(Translated from original document)
Student Evaluation of Teaching

To improve the quality of teaching in the University, we would like you to give feedback, honestly and constructively, to your teachers, by putting “x” in the box provided. You do not need to write your name and your class. Thank you for your cooperation.

Criteria for evaluation

1. Teaching methods (assisting students for easy comprehension, encouraging students to be active and creative)
2. Content of the lectures (scientific, clear, correct, updated, and applicable)
3. Compliance to regulations (punctuality, student management in class, coverage of required teaching load and of required mid-term tests)
4. Enthusiasm and sense of responsibility.
5. Was the teacher corrupt? (If yes, please provide details in the provided section so that the University will deal with it)

Scale
From Q1 to Q4,
1: Not very good
2: Average
3: Good
4: Very good
For Q5: Yes/No

<table>
<thead>
<tr>
<th>No</th>
<th>Teacher’s name</th>
<th>Subject</th>
<th>1st criterion</th>
<th>2nd criterion</th>
<th>3rd criterion</th>
<th>4th criterion</th>
<th>5th</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
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<tr>
<td>2</td>
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<td>3</td>
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<td>4</td>
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<tr>
<td>5</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Workload: Heavy [ ] Suitable [ ] Low [ ]

Other comment:
Appendix C 9

Student Evaluation of Teaching Form (University N)

(Translated from original document)
# Student Evaluation of Teaching

<table>
<thead>
<tr>
<th>Code</th>
<th>Code</th>
<th>Class:</th>
<th>Module:</th>
<th>Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Read carefully the item before choosing one of the option allocated beside the item.

Note: Use pencil to fill to complete the questionnaire. Do not use pen.

NA: no comment  D: disagree  SA: strongly disagree  SD: strongly disagree  A: agree

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>NA</th>
<th>SD</th>
<th>D</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The teacher has explained the Unit Outlines (course objectives; assessment methods, weighing of assessment components; reference materials).</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>Generally, this unit has been taught similar to the Unit Outline.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Reading materials, lesson handouts given in advance helped me easily follow the lessons and take notes.</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Other reference materials recommended by the teacher add value to the lesson.</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>The teacher taught clearly and easily to be understood.</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>The teacher used many examples to help students easily take in the lessons’ content.</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>The teacher created environment and encouraged students to take part in the lessons (such as called students to answer questions, provided condition for students to ask questions).</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>8</td>
<td>The teacher helped students to make connections between components of the unit.</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>9</td>
<td>The teacher was eager to answer students’ questions.</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>10</td>
<td>The teacher used teaching aids effectively.</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>11</td>
<td>The teacher always trained students to have professional and friendly characteristics of the working class (rules conformity, punctuality, good manners)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>The teacher showed enthusiasm in teaching.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>When giving homework, the teacher clearly specified requirements.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Homework given by the teacher made me prepare the lesson before going to the class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>The teacher used many specific techniques to encourage me to study.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Homework; mid-term test were all corrected in class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Teacher’s feedback written in homework, mid-term test made me understand more about my mistakes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Mid-term test was well conducted: the test was close to what has been taught; the test was well managed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Teacher’s answer key for mid-term test was clear and helped me to self-evaluate my own test.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Appendix D: Analysis of the Survey-Questionnaire

<table>
<thead>
<tr>
<th>Item in Appendix D</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table D1</td>
<td>Director P’s Selection of Items for What Should be Measured in Teaching</td>
</tr>
<tr>
<td>Table D2</td>
<td>Vice-President P’s Selection of Items for What Should be Measured in Teaching</td>
</tr>
<tr>
<td>Table D3</td>
<td>President P’s Selection of Items for What Should be Measured in Teaching</td>
</tr>
<tr>
<td>Table D4</td>
<td>Director N’s Selection of Items for What Should be Measured in Teaching</td>
</tr>
<tr>
<td>Table D5</td>
<td>President N’s Selection of Items for What Should be Measured in Teaching</td>
</tr>
<tr>
<td>Figure D</td>
<td>Scree Plot</td>
</tr>
<tr>
<td>Table D6</td>
<td>Principal Component Analysis</td>
</tr>
<tr>
<td>Table D7</td>
<td>Test of One –Way Between-group Multivariate Analysis</td>
</tr>
<tr>
<td>Table D8</td>
<td>The Most Important Factors Affecting Teaching Quality: University P Teachers’ Views</td>
</tr>
<tr>
<td>Table D9</td>
<td>The Least Important Factors Affecting Teaching Quality: University P Teachers’ Views</td>
</tr>
<tr>
<td>Table D10</td>
<td>The Most Important Factors Affecting Teaching Quality: University N Teachers’ Views</td>
</tr>
<tr>
<td>Table D11</td>
<td>The Least Important Factors Affecting Teaching Quality: University N Teachers’ Views</td>
</tr>
<tr>
<td>Items underpinned by teacher-centred perception of teaching</td>
<td>SET item selected</td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>The teacher used various teaching strategies in delivering what he/she knows to us.</td>
<td></td>
</tr>
<tr>
<td>The teacher provided us with good set of notes with key ideas from the textbooks.</td>
<td></td>
</tr>
<tr>
<td>The teacher structured the materials well to cover all important topics.</td>
<td></td>
</tr>
<tr>
<td>The teacher reminded us about information needed for the examination.</td>
<td></td>
</tr>
<tr>
<td>From beginning of the course, the teacher provided us with information needed to pass the end-term examination.</td>
<td></td>
</tr>
<tr>
<td>Assessment in this subject focused on what I have memorized.</td>
<td></td>
</tr>
<tr>
<td>I have learned different ways to memorise facts and information.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Items underpinned by student-centred perception of teaching</th>
<th>SET item selected</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher used open-ended examples to provoke debates.</td>
<td></td>
</tr>
<tr>
<td>I was encouraged to think of other solutions to a problem, rather than repeat the teacher’s solution.</td>
<td></td>
</tr>
<tr>
<td>The learning experience in this subject helped me to appreciate different viewpoints.</td>
<td></td>
</tr>
</tbody>
</table>
Table D2

*Vice-President P’s Selection of Items for What Should Be Measured in Teaching*

<table>
<thead>
<tr>
<th>SET item selected</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Items underpinned by teacher-centred perception of teaching</strong></td>
</tr>
<tr>
<td>The teacher used various teaching strategies in delivering what she/he knows to us.</td>
</tr>
<tr>
<td>The teacher structured the material well to cover all important topics.</td>
</tr>
<tr>
<td>The teacher provided us with a good set of notes with key ideas from the textbooks.</td>
</tr>
<tr>
<td><strong>Items underpinned by student-centred perception of teaching</strong></td>
</tr>
<tr>
<td>I was encouraged to relate problems in this subject with what might happen in real-life setting.</td>
</tr>
<tr>
<td>I was encouraged to think of other solution to a problem, rather than repeat the teacher’s solution.</td>
</tr>
<tr>
<td>I was encouraged into new ways of thinking.</td>
</tr>
<tr>
<td>The learning experience in this subject helped me to appreciate different viewpoints.</td>
</tr>
<tr>
<td>I become confident in tackling unfamiliar problems.</td>
</tr>
<tr>
<td>I was encouraged to relate what I already know to the content of this subject.</td>
</tr>
<tr>
<td>The teacher used open-ended examples to provoke debates.</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>SET item selected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Items underpinned by teacher-centred perception of teaching</td>
</tr>
<tr>
<td>The teacher used various teaching strategies in delivering what she/he knows to us.</td>
</tr>
</tbody>
</table>
| The teacher provided us with a good set of notes with key ideas from the textbooks.
<p>| Items underpinned by student-centred perception of teaching                      |
| I was encouraged to relate problems in this subject with what might happen in real-life setting. |
| I was encouraged to think of other solution to a problem, rather than repeat the teacher’s solution. |
| I become more confident in tackling unfamiliar problems.                        |
| I was encouraged to relate what I already know to the content of this subject.   |
| I have learned how to perceive the world from different perspectives.            |
| Studying this subject, my analytic skills seem to be sharpened.                  |
| The teacher used open-ended examples to provoke debates.                        |
| In class, my ideas were often shared with other classmates.                     |</p>
<table>
<thead>
<tr>
<th>Items underpinned by teacher-centred perception of teaching</th>
<th>SET item selected</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The teacher structured the material well to cover all important topics</td>
</tr>
<tr>
<td></td>
<td>The teacher used various teaching strategies in delivering what he/she knows to us.</td>
</tr>
<tr>
<td></td>
<td>The teacher provided us with good set of notes with key ideas from the textbooks.</td>
</tr>
<tr>
<td></td>
<td>The teacher reminded us about the information needed for examination.</td>
</tr>
<tr>
<td>Items underpinned by student-centred perception of teaching</td>
<td>I was encouraged to relate problems in this subject with what might happen in real-life setting.</td>
</tr>
<tr>
<td></td>
<td>Studying this subject, my analytic skills seem to be sharpened.</td>
</tr>
<tr>
<td></td>
<td>I have become more confident in tackling unfamiliar problems.</td>
</tr>
<tr>
<td></td>
<td>I have learned to think critically about the subject.</td>
</tr>
<tr>
<td></td>
<td>The learning experience in this subject helped me to appreciate different viewpoints</td>
</tr>
<tr>
<td></td>
<td>The teacher used open-ended examples to provoke debates.</td>
</tr>
</tbody>
</table>
Table D5

President N’s Selection of Items for What Should Be Measured in Teaching

<table>
<thead>
<tr>
<th>SET item selected</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>From beginning of the course, the teacher provided us with information needed</td>
<td>I was encouraged to relate problems in this subject with what might happen in real-life setting.</td>
</tr>
<tr>
<td>to pass the end-term examination.</td>
<td>I have become more confident in tackling unfamiliar problems.</td>
</tr>
<tr>
<td></td>
<td>The learning experience in this subject helped me to appreciate different viewpoints.</td>
</tr>
<tr>
<td></td>
<td>I have learned how to perceive the world from different perspectives.</td>
</tr>
<tr>
<td></td>
<td>After studying this subject, I reconsidered many of my former viewpoints.</td>
</tr>
<tr>
<td></td>
<td>I was encouraged into new ways of thinking.</td>
</tr>
<tr>
<td></td>
<td>The teacher used open-ended examples to provoke debates.</td>
</tr>
<tr>
<td></td>
<td>Opportunities were available for us to discuss how we have changed in the way we think.</td>
</tr>
<tr>
<td></td>
<td>In class, my ideas were often shared with other classmates.</td>
</tr>
</tbody>
</table>

Items underpinned by teacher-centred perception of teaching
Items underpinned by student-centred perception of teaching
Figure D1: Scree plot
### Table D6

**Principle Component Analysis**

<table>
<thead>
<tr>
<th>Factor</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>In teaching sessions for this subject, I use difficult or open-ended examples to provoke debates</td>
<td>.753</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In class, I make opportunities available for students to discuss their changing understanding of this subject</td>
<td>.675</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I see teaching as helping students to develop new ways of thinking about the subject</td>
<td>.576</td>
<td>.454</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I set aside time in class when students can discuss among themselves the ways to tackle subject-related problems</td>
<td>.507</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I design the learning activities to challenge familiar ways of understanding the subject matters</td>
<td>.505</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment should provide opportunities for students to present their views from different perspectives</td>
<td>.469</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Real life situations are reflected in the assessment of this subject</td>
<td>.454</td>
<td>.382</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching this subject I expect my students to change the way they think about the subject matters</td>
<td>.438</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When teaching I emphasize on building up students' analytic skills</td>
<td>.422</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I encourage students to restructure their existing knowledge in terms of the ways of thinking about the subject that they will develop</td>
<td>.411</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My teaching activities are designed to help students better remember the content of this subject</td>
<td>.405</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I encourage students to relate what they have learnt in this subject with what might happen in real situation</td>
<td>.375</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In teaching this subject, I use different ways to deliver what I know to students</td>
<td>.344</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is important for me to know that students are able to reflect on and generalize what they have learned</td>
<td>.639</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I structure this subject in a way to help students apply the subject matters in real settings</td>
<td>.417</td>
<td>.590</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I encourage students to associate what they already know with the content of this subject</td>
<td>.400</td>
<td>.544</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is rewarding for me to know that students have reconsidered their viewpoints about the subject matters</td>
<td>.411</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment were designed to assess the most important topics students have covered</td>
<td>.403</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I expect my students to learn a lot of information related to this subject</td>
<td>.397</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel rewarded when students are able to demonstrate higher order thinking</td>
<td>.302</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is important to know that at the end of this subject students will be able to repeat the materials taught</td>
<td>.582</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel good about my teaching when there is a high percentage of students who pass the end-term examination</td>
<td>.534</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I spend time in class showing students key ideas in the textbooks.  
The most important thing in teaching this subject is to cover the required content accurately.  
I remind students about the information needed for examinations.  
My teaching time is spent on assisting students on subject-related problem solving.  
I feel that student's competence is best measured by the amount of knowledge they have acquired.  
At the end of the course, it is good to find out that students are able to solve standard problems.  
I feel satisfied when students can apply knowledge gained in this subject into real life situation.  
I know I have done my job when students become more confident in using their analytic skills.  

Extraction Method: Principal Component Analysis.  
Rotation Method: Varimax with Kaiser Normalization.  

a. Rotation converged in 12 iterations.
Table D7

*Test of One Way Between-group Multivariate Analysis*

<table>
<thead>
<tr>
<th>Personal attributes</th>
<th>Wilks’ Lambda</th>
<th>Sig.</th>
<th>Test of between groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution (Public and Non-public)</td>
<td>0.96</td>
<td>p&gt;.05</td>
<td>Student-centred p&gt;.05</td>
</tr>
<tr>
<td>Disciplinary (Social Science and Natural Science)</td>
<td>0.98</td>
<td>p&gt;.05</td>
<td>Student-centred p&gt;.05</td>
</tr>
<tr>
<td>Gender (Female and Male)</td>
<td>0.95</td>
<td>p&gt;.05</td>
<td>Student-centred p=.04</td>
</tr>
<tr>
<td>Experience in teaching (&gt;6 years; from 6 - 20 years; &lt;20 years)</td>
<td>0.970</td>
<td>p&gt;.05</td>
<td>Student-centred p&gt;.05</td>
</tr>
<tr>
<td>Certificates in teaching (Have and have not)</td>
<td>0.98</td>
<td>p&gt;.05</td>
<td>Student-centred p&gt;.05</td>
</tr>
<tr>
<td>Formal training qualification (Have and have not)</td>
<td>0.98</td>
<td>p&gt;.05</td>
<td>Student-centred p&gt;.05</td>
</tr>
<tr>
<td>Interest in teaching (teaching only; research only; in both teaching and research; in both, leaning to teaching; in both, leaning to research)</td>
<td>0.81</td>
<td>p=.003</td>
<td>Student-centred p=000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teacher-centred p&gt;.05</td>
</tr>
</tbody>
</table>
### Table D8

*The Most Important Factors Affecting Teaching Quality: University P Teachers’ Views*

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>The most important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher’s characteristics</td>
<td>23</td>
<td>35.4</td>
</tr>
<tr>
<td>Curriculum design</td>
<td>16</td>
<td>24.6</td>
</tr>
<tr>
<td>Students’ characteristics</td>
<td>13</td>
<td>20</td>
</tr>
<tr>
<td>Students’ approach to learning</td>
<td>9</td>
<td>13.8</td>
</tr>
<tr>
<td>Organisation of teaching</td>
<td>2</td>
<td>3.1</td>
</tr>
<tr>
<td>Support for student learning</td>
<td>2</td>
<td>3.1</td>
</tr>
<tr>
<td>University’s support for teaching</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Table D9

*The Least Important Factors Affecting Quality of Teaching: University P Teachers’ Views*

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>The least important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support for student learning</td>
<td>34</td>
<td>52.3</td>
</tr>
<tr>
<td>University’s support for teaching</td>
<td>20</td>
<td>30.8</td>
</tr>
<tr>
<td>Students’ characteristics</td>
<td>4</td>
<td>6.2</td>
</tr>
<tr>
<td>Curriculum design</td>
<td>3</td>
<td>4.6</td>
</tr>
<tr>
<td>Students’ approach to learning</td>
<td>2</td>
<td>3.1</td>
</tr>
<tr>
<td>Teacher’s characteristics</td>
<td>1</td>
<td>1.3</td>
</tr>
<tr>
<td>Organisation of teaching</td>
<td>1</td>
<td>1.3</td>
</tr>
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</table>
Table D10

*The Most Important Factors Affecting Quality of Teaching: University N Teachers’ Views*

<table>
<thead>
<tr>
<th>N=28</th>
<th>Frequency</th>
<th>The most important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher’s characteristics</td>
<td>13</td>
<td>46.4</td>
</tr>
<tr>
<td>Students’ characteristics</td>
<td>6</td>
<td>21.4</td>
</tr>
<tr>
<td>Curriculum design</td>
<td>4</td>
<td>14.3</td>
</tr>
<tr>
<td>Students’ approach to learning</td>
<td>2</td>
<td>7.1</td>
</tr>
<tr>
<td>Organisation of teaching</td>
<td>2</td>
<td>7.1</td>
</tr>
<tr>
<td>University’s support for teaching</td>
<td>1</td>
<td>3.6</td>
</tr>
<tr>
<td>Support for student learning</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Table D11

The Least Important Factors Affecting Quality of Teaching: University N Teachers’ Views

<table>
<thead>
<tr>
<th>Factor</th>
<th>Frequency</th>
<th>The least important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support for student learning</td>
<td>12</td>
<td>42.9</td>
</tr>
<tr>
<td>University’s support for teaching</td>
<td>9</td>
<td>32.1</td>
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<tr>
<td>Students’ characteristics</td>
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<td>21.4</td>
</tr>
<tr>
<td>Curriculum design</td>
<td>1</td>
<td>3.6</td>
</tr>
<tr>
<td>Teacher’s characteristics</td>
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<td>0</td>
</tr>
<tr>
<td>Students’ approach to learning</td>
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<tr>
<td>Organisation of teaching</td>
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<td>0</td>
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</tbody>
</table>