

ASSESSING AND ANALYZING THE QUALITY OF TEACHING

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Abstract. Today, modern educational models are related to the development of teacher- student experiences and the potential opportunities they offer. User-centered analyses are also useful from a socio-technical perspective on the use of data in the field of education, and there is a positive impact of data-driven methods

Key words: Statistical Data, Quality Indicators, Efficiency Analysis, Comparison, E-learning Platforms, Analytics Tools, Alignment with Educational Objectives, Pedagogical Approaches, Resource Utilization, Student Outcomes, Satisfaction Level, Purpose of Teaching Evaluation.

Introduction. Assessing and Analyzing the Quality of Teaching. Today, modern educational models are linked to the development of teacher-student experiences and the potential opportunities they provide. User-centered analyses are also useful from a socio-technical perspective on the use of data in the field of education, and there is a positive impact of data-driven methods.

The quality of education is a key factor in the survival and development of a university, and it serves as a measure of striving for international higher education. Currently, assessing the quality of teaching is carried out solely through the measurement of metrics such as the scores received by teachers from their students, peers, themselves, leaders, and others. However, in practice, which factors affect the quality of education are often more important. Technology-driven management and the use of data on teacher-student relationships can enhance the learning experience and increase the impact of the educational process through initiatives focused on student satisfaction.

Research has shown that often higher education institutions (HEIs) rely heavily on the evaluation results of teaching by students. The factors related to SET (Student Evaluation of Teaching) have evolved, including decisions about promotions, long-term contracts, and rewards linked to performance, and the renewal of contracts for most faculty members.

Assessing and Analyzing Teaching Quality. Assessing and analyzing teaching quality is an activity conducted to determine the effectiveness of the



learning process and the level of students' learning and understanding. Various methods and techniques are applied in this assessment and analysis process. To better understand this process, we can consider the following key points: **Data Collection.** *Surveys:* Gathering feedback from teachers and students on quality and effectiveness. *Exam Results:* Determining students' knowledge levels. *Classroom Observations:* Directly assessing the teaching process. *Statistical Data:* Collecting participation, attendance, and grading data. **Data Analysis.** *Quality Indicators:* Relevance of course content, teaching methods, and student understanding. *Efficiency Analysis:* Identifying the relationship between time spent in class and learning outcomes. *Comparison:* Studying differences across groups, subjects, or time periods.

1. **Technologies and Tools:**

- **E-learning Platforms:** Tracking student engagement and outcomes.
- **Analytics Tools:** Such as Excel, SPSS, and Power BI.

2. **Conclusion of Results:**

- Identifying strengths and weaknesses.
- Developing recommendations for improving the educational process.

Key Criteria for Assessment. In evaluating teaching quality, the following criteria are taken into account: *Alignment with Educational Objectives:* How well the course content matches the set goals. *Pedagogical Approaches:* The effectiveness of methods used by the teacher. *Resource Utilization:* The state of textbooks, electronic resources, and labs. *Student Outcomes:* The level of knowledge and skills acquired post-teaching. **Satisfaction Level:** Overall assessment by students and teachers. *Purpose of Teaching Evaluation.* The main goal of teaching evaluation is to determine the effectiveness of teaching. This involves analyzing the teacher's role in the educational process and its impact on students. The evaluation process covers:

- Methods of teaching and motivating students.
- The effectiveness of the lesson.
- Student interest and engagement in the lesson.
- The teacher's didactic and pedagogical abilities.

Methods of Teaching Evaluation. Several methods and techniques are employed in evaluating teaching: *Observation:* Observing the teacher's activities in the classroom, including student reactions and teaching methods. *Student Feedback:* Gathering student opinions on the teaching style and classroom approach through anonymous surveys. *Self-Assessment:* Teachers evaluating



their own work to identify areas for improvement. **Student Performance:** Using test results, projects, and other student work to assess teaching quality.

Methods Used in Teaching Quality Analysis. *Formative Assessment:* Continuous assessment throughout the learning process, tracking student progress. *Summative Assessment:* Evaluation at the end of a course or academic year, typically through exams or final projects. *Peer Assessment:* Students assess each other's work, fostering critical thinking and collaboration. *Day-to-Day Assessment:* Teachers evaluate students based on their activities and skills demonstrated in each lesson.

Key Factors in Teaching Quality Analysis. *Teacher Methodology:* The teaching style and methods directly impact the effectiveness of learning. *Interactivity:* Engaging students through interactive methods such as group discussions and question-based involvement. *Use of Educational Tools:* Incorporating modern technologies and didactic tools enhances the learning experience. *Emotional Intelligence of the Teacher:* Teachers' relationships with students and their ability to adapt to students' emotional needs can positively influence students' engagement and overall learning experience.

Advantages of Analyzing Teaching Quality. *Improved Effectiveness:* Analysis allows teachers to refine their methods for better outcomes. *Enhanced Student Achievement:* Identifying weaknesses allows teachers to provide individual support to students. *Teacher Development:* Evaluating teaching quality encourages teachers to improve their skills and adopt new methods.

Teaching quality assessment and analysis are vital components of the educational process. This allows teachers to review and improve their practices while directly influencing student success. The diversity of assessment methods and techniques serves to individualize and enhance the learning experience.

Improving the Education System: Through evaluation and analysis, the effectiveness of the education system can be improved.

Evaluation Methods: *Formative Assessment:* Monitoring student progress throughout the learning process. *Summative Assessment:* Evaluating overall knowledge at the end of the course or academic year. *Critical Review Analysis:* Assessing students' analytical thinking through questions and challenges.

Analyzing Evaluation Results: *Effectiveness of Learning:* Assessing teaching methods and materials, identifying necessary changes. *Identifying Challenges:* Analyzing difficulties faced during the teaching process, such as inconsistencies in student assessments. *Enhancing Self-Assessment:* Encouraging students to evaluate their own knowledge helps improve their learning.



Analysis Tools: *Tests and Exams:* Widely used to measure student knowledge. *Interactive Methods:* Using online platforms, games, and group discussions to assess student engagement. *Portfolios:* Collecting student work to evaluate progress.

Analysis Methods: *Statistical Analysis:* Analyzing test results and student performance using statistical methods. *Identifying Strengths and Weaknesses:* Studying the effectiveness of teaching with respect to student and teacher participation.

Evaluation and analysis processes help improve the quality of education, provide necessary support to students, and enhance teacher professionalism. These processes continuously evolve and develop.

Finally, the study creates a set of research constructs and uses them for analysis, identifying the most commonly used terms by students to describe teachers and analyzing the frequency of referenced events based on gender differences. Additionally, sentiment analysis is conducted to determine the intensity of students' opinions regarding teachers based on gender. This study also provides an understanding of how students evaluate the qualities of teachers and their assessment of teaching activities.

This study contributes to knowledge in the following ways:

1. It defines an Educational Process and Data Mining (EPDM) model for analyzing students' perspectives on teacher evaluation (SET).
2. It demonstrates the potential applications of text mining technologies within the field of education.
3. It describes the method for analyzing student evaluations of teachers, with a focus on gender differences.
4. It shows how data on student evaluations can be analyzed to offer solutions to educational issues in a competitive and rapidly changing environment.

Conclusion. To conclude, the evaluation of teaching quality through student evaluations (SETs) plays a significant role in higher education. SETs offer valuable insights into the effectiveness of instructional methods, course content, and teacher performance. These evaluations help institutions make informed decisions about curriculum design, faculty development, and resource allocation. Moreover, they provide a direct channel for students to express their perceptions and experiences, contributing to the improvement of teaching standards.





By comparing SET data across different departments and courses, universities can identify areas for improvement, promote best practices, and ensure that teaching methods are responsive to student needs. As educational institutions continue to rely on data-driven approaches, SETs have become an essential tool for fostering a culture of continuous improvement, enhancing both the quality of education and student satisfaction.

Ultimately, while SETs are not without limitations, such as potential bias or inconsistencies, their strategic use can help institutions achieve greater alignment between teaching quality and institutional goals, leading to better educational outcomes for students.

To measure teaching, student evaluations of teaching are widely used in higher education to assess quality and compare across different courses, instructors, departments, and institutions. In fact, SETs are increasingly used for decision-making regarding teacher incentives, course selection by students, and institutional performance audits.

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