

SURVEYS ON TEACHER EVALUATION AND GENDER BIASES: AN EXPLORATORY STUDY¹

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ABSTRACT

This paper reports the findings of a study about the gender patterns present in the responses of a survey about evaluation of teaching (SET) applied to Chilean university students. Using multivariate statistics, it analyses 9132 questionnaires responded by students from a social science faculty and found evidence of the following patterns: female teachers tend to be significantly better evaluated by undergraduate students than by graduate students, and male students are the ones that worst evaluate them. In addition, female teachers are best evaluated on responsibility and teaching skills, but worse in disciplinary domain. Finally, it analyzes the implications of these results for the theoretic and applied validity of SETs in Chile.

Keywords: gender bias, extra-class factors, evaluation of teaching, university students, stage level of education.

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