<table>
<thead>
<tr>
<th>Title: Do university teachers become more effective with experience? A multilevel growth model of student’s evaluations of teaching over 13 years</th>
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<tbody>
<tr>
<td>Question/Problem: Do ratings of the same teachers collected over a 13 years period systematically increase, decrease or remain stable over time?</td>
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<td>Authors: Marsh, Herbert W.</td>
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| Journal: *Journal of Educational Psychology*  
Date/Volume/Pages: 99(4), Nov. 2007 pp. 775-790 |
| Theoretical or Study-Based: Study-Based |
| Study Description:  
Number of participants: 195 teachers / 30.9 classes per teacher average  
Age of Participants: university faculty  
Length of study: 13 years / taught at least over 10 years  
Measurement Tool: SET (student evaluation of teaching effectiveness (based on SEEQ model)  
Setting: large, private research-oriented university in the US |
| Findings:  
1. little change in teaching effectiveness over time  
2. teaching effectiveness is remarkably stable  
3. without systematic intervention, teaching effectiveness tends to decline with age and experience (research says – not this study) – tendency to resist innovations and changes |
| Implications:  
1. need for systematic program of *consultation* along with the SETs |

Key lit review finding: - SETs with consultation (specific strategies to improve scores), significantly improved scores (systematic intervention)