

Carrots, sticks and academic ethics: The use of incentives to increase evaluation response rates

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Abstract

Questions are often raised about whether evaluation response rates and results reflect students' perceptions of the value and quality of their educational experience. How can we be confident that students respond with honesty and objectivity to evaluations? Are responses influenced by factors such as workload, grade and prior experience of evaluations? Can educational priorities be lost when incentives are offered? In other words, are evaluations "earned rather than bought" (Remedios and Lieberman, 2008)? This presentation will explore concepts related to the use of incentives as a strategy to enhance evaluation response rates. The topic will be debated by the presenters who will argue the position for and against the use of incentives to solicit enhanced response rates from students. Incentives and penalties applied to academic staff themselves will also be considered as part of the broader debate.

Keywords

Evaluation strategies; Incentives; Response rates.

References

REMEDIOS, R. & LIEBERMAN, D. A. 2008. I liked your course because you taught me well: the influence of grades, workload, expectations and goals on students' evaluations of teaching. *British Educational Research Journal*, 34, 91-115.