



## INVITATION: GUEST LECTURES

The Department of Psychology and The Research Unit of Personality & Educational Psychology welcome

### Professor Herb Marsh

Institute For Positive Psychology & Education, Australian Catholic University;  
University of Oxford, UK



Professor Herb Marsh is Distinguished Professor at the Institute for Positive Psychology and Education, Australian Catholic University and Emeritus Professor at Oxford University. He is an "ISI highly cited researcher" (<http://isihighlycited.com/>) in the World of Science and has a Google Scholar H-Index of 121 based on 58,000 citations for more than 800 publications. He founded and directs the SELF Research Centre that has 500+ members and satellite centres at leading Universities around the world, and co-edits the SELF monograph series. He coined the phrase substantive-methodological research synergy which underpins his research efforts. In addition to his methodological focus on structural equation models, factor analysis, and multilevel modelling, his major substantive interests include self-concept and motivational constructs; evaluations of teaching/educational effectiveness; developmental psychology; sports psychology; the peer review process; gender differences; peer support and anti-bullying interventions.

#### Student Evaluations of University Teaching: Recommendations for Policy and Practice

**Date:** Monday, September 15, 2014  
**Time:** 4 pm  
**Place:** Leopoldstraße 13, room 1305

- AND -

#### Academic Self-concept: Cornerstone of a Revolution in the Positive Psychology of Education

**Date:** Tuesday, September 16, 2014  
**Time:** 6 pm  
**Place:** Leopoldstraße 13, room 2401

We are looking forward to welcoming LMU students, researchers, and everybody who is interested!



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RESEARCH UNIT OF PERSONALITY & EDUCATIONAL  
PSYCHOLOGY



## - SUMMARIES -

### **Student Evaluations of University Teaching: Recommendations for Policy and Practice**

Students' evaluations of teaching effectiveness (SETs) have been the topic of considerable interest and a great deal of research in universities all over the world. Based on reviews of research by myself and others, SETs are:

- multidimensional;
- reliable and stable;  
primarily a function of the instructor who teaches a course rather than the course that is taught;
- relatively valid against a variety of indicators of effective teaching;
- relatively unaffected by a variety of variables hypothesized as potential biases, such as grading leniency, class size, workload and prior subject interest; and
- demonstrably useful in improving teaching effectiveness when coupled with appropriate consultation.

Although SETs have a solid research base stemming largely from research conducted in the 1980s, it is surprising that research conducted in the last decade has not done more to address critical limitations previously identified and incorporate exciting methodological advances that are relevant to SET research. Perhaps the most damning observation is that most of the emphasis on the use of SETs is for personnel decisions rather than on improving teaching effectiveness. Why do universities continue to collect and disseminate potentially demoralising feedback to academics without more fully implementing programs to improve teaching effectiveness? Why is there not more SET research on how to enhance the usefulness of SETs as part of a program to improve university teaching? Why have there been so few intervention studies in the last decade that address the problems identified in reviews of this research conducted a decade ago? These, and other issues, are addressed in this presentation.

### **Academic Self-concept: Cornerstone of a Revolution in the Positive Psychology of Education**

There is a positive psychology revolution sweeping educational psychology, one that emphasizes how healthy, normal and exceptional students can get the most from education. Positive self-beliefs are at the heart of this revolution. My self-concept research programme represents a substantive-quantitative synergy, applying and developing new quantitative approaches to better address substantive issues with important policy implications. Self-concept is a multidimensional hierarchical construct with highly differentiated components such as academic, social, physical and emotional self-concepts that cannot be understood from a unidimensional approach that considers only self-esteem. Particularly in educational psychology, self-concept enhancement is a major goal. Self-concept is also an important mediating factor that facilitates the attainment of other desirable outcomes. In education, for example, a positive academic self-concept is both a highly desirable goal and a means of facilitating subsequent academic accomplishments. However, the benefits of feeling positively about oneself in relation to choice, planning, persistence and subsequent accomplishments, transcend traditional disciplinary and cultural barriers. Perhaps more than any other areas within educational psychology, there is extensive international cross-cultural tests and support for the generalizability of the major theoretical models in the discipline. My purpose is to provide an overview of my self-concept research in which I address diverse theoretical and methodological issues with practical implications for research, policy and practice such as:

- Does a positive self-concept 'cause' better school performance or is it the other way around?
- Why do self-concepts decline for (a) gifted students who attend selective schools or (b) learning disabled students in regular classrooms?
- Are multiple dimensions of self-concept more distinct than multiple intelligences?
- Why do people think of themselves as 'math' persons or 'verbal' persons?
- Can children as young as 5 or 6 distinguish between multiple dimensions of self-concept?
- How different are the self-concepts of bullies and victims?
- Does a positive physical self-concept lead to health-related physical activity?
- Do self-concept models hold up cross-nationally and cross-culturally?
- How do self-concepts of elite swimmers from 30 countries contribute to winning gold medals?
- How did the fall of the Berlin Wall and the resumption of Chinese control of Hong Kong influence self-concepts?