



TEACHING QUALITY EVALUATION: ONLINE VS MANUALLY, FACTS AND MYTHS

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ABSTRACT

Aim/Purpose	This study aimed to examine whether there is a difference between manual feedback and online feedback with regard to feedback quality, respondents' percentage, reliability and the amount of verbal comments written by students.
Background	The quality of teaching is an important component of academic work. There are various methods for testing the quality of teaching; one of these methods is through students' feedback.
Methodology	This study used a quantitative approach, including the quantification of qualitative verbal data collected through an open question in the questionnaire. A sample of 180 courses was randomly chosen, 90 courses were evaluated manually and 90 were evaluated online. The number of students ranges from 7 to 60 students per course. In total 4678 students participated in the study.
Contribution	The findings show that there is almost an identical pattern of feedback of manual and online course teaching evaluation. These findings encourage a continued use of this evaluation method.
Findings	No significant differences were found between manual feedback and online feedback in the students' evaluation of the lecturer/course. The percentage of respondents was significantly higher in the manual feedback than in the online feedback. The number of qualitative comments was significantly greater in the online feedback than in the manual feedback.
Impact on Society	The findings of this study refute the claims with regard to the unreliability of an online teaching evaluation. These findings reflect the advantages of using online feedback, such as cost savings, granting more time to students in order to provide feedback, and reducing disturbance during lectures.
Recommendations	It would be of great importance to explore if any differences would be found in evaluating students' feedback according to their learning disciplines.
Future Research	The gender aspect was not taken into account in this study. Therefore, it is recommended to conduct a follow-up study that will examine gender differences.
Keywords	teaching quality, manual teaching evaluation, online teaching evaluation

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INTRODUCTION

Teaching evaluation has a wide term history; it has grown in importance and prevalence over decades. Higher academic institutions tend to evaluate the quality of teaching by using several methods; the most common one is students' feedback. Using such feedback can measure various aspects of teaching quality from the perspective of students in their own learning. This feedback is very important for providing a complete idea and a comprehensive outlook of the course. The fact that students are those who learn makes their perception very important. Their response often highlights strengths and weaknesses. However, students are not great experts in the subject matter, and their evaluation of courses is often influenced by their motivation, attitudes and needs (Darling-Hammond, 2010; Newton, Darling-Hammond, Haertel, & Thomas, 2010).

In education systems, evaluations and ratings are mutual. In other word, students evaluate their lecturers and lecturers evaluate their students, such as evaluating tasks, projects and exams (Uttl, White, & Gonzalez, 2017). According to Stroebe (2016a), ratings have been found to be positively correlated: students who receive better grades give more positive evaluations to their lecturers.

Many lecturers believe that students prefer courses that require little effort and enable them to get high grades (Stroebe, 2016b). These lecturers feel obliged to adapt their teaching to these expectations. In other words, these lecturers explain that they get lower rating because of the high academic level of their courses (Danielson, 2011; Moses & Mwangi, 2005).

Over the years, many studies (e.g., Brockx, Van Roy, & Mortelmans, 2012; Denson, Loveday, & Dalton, 2010; Dommeyer, Baum, & Hanna, 2002; Liu, 2005; Rovai, Ponton, Derrick, & Davis, 2006; Wilson & Ryan, 2012) have been conducted around teaching evaluations by students. This can indicate a certain degree of reliability in the use of these feedback. For this and other reasons, students' ratings should be considered an essential and important component of academic teaching performance evaluation of lecturers in various courses (Al-Issa & Sulieman, 2007; Wright & Palmer, 2006).

The assessment processes of lecturers' academic teaching began in a few universities in the middle of the last century. Over the years, the use of teaching evaluation feedback has increased (Chang, 2000; Denson et al., 2010; Nusche, Braun, Halász, & Santiago, 2014). The increase in the use of digital tools in teaching and learning brought up the idea of making regenerative nformation and Communication Technology (ICT) teaching methods. At first, feedback was performed by using a desktop computerized feedback system, which was located in the computer labs. The students went to the computer lab and completed the evaluation by using a unique user name and password for identification. The method somewhat reduced the manpower needed to enter data that was normally collected through printed forms and filled manually by students (Denson et al., 2010; Palmer & Holt, 2010). As the use of the internet and its integration into teaching processes in academia increased, the use of online feedback became a realistic option that neutralized constraints such as place and time (Rovai et al., 2006).

Over time, a large proportion of academic institutions have begun to use online teaching feedback while reducing the use of manual teaching feedback. As noted, online feedback has many advantages such as speed, convenience, accessibility, providing students with more time for giving feedback, saving resources such as paper, accuracy in feedback input, and reduction of personnel. Most importantly, online teaching feedback has eliminated the disturbance element made to a proper course process of hundreds and thousands of lessons over years.

By contrast, there was a trend of resistance to the use of online feedback. The concerns of using online feedback (Donovan, Mader, & Shinsky, 2010; Fike, Doyle, & Connelly, 2010) can be summarized in the following points:

- The concern that only the less satisfied students will perform the feedback, a matter that will cause a clear bias in the results of the evaluation.

- Fear of losing the anonymity of the students who filled online feedback.
- Concern about the low responsiveness to online feedback.

For decades, our College has been conducting teaching evaluations for most of the courses, with an emphasis on lecturers who wish to obtain tenure and/or academic degrees. Until 2011, the teaching evaluation was carried out manually using the traditional method. The administrative staff used to distribute and collect the feedback questionnaires. They came to the classroom and asked the lecturers to leave the room for a while until they finished the process of distributing the questionnaire, asking the students to fill it out and then collecting it back.

In the academic year 2010/11, and in a personal initiative from the researcher, an online feedback system was developed. The new system ought to preserve many aspects such as anonymity, unambiguous values, convenience, accessibility, ease, speed, and so on. In light of this, it was possible to raise a number of important questions concerning the implementation of teaching evaluation:

- Is it possible to ensure that response rates in online teaching feedback will be similar to manual feedback?
- Do the results of the online teaching feedback differ significantly from those of the manual teaching feedback?
- Does the reliability of online teaching feedback and the manual one differ significantly?
- To what extent do students take responsibility for writing verbal comments in online feedback compared to manual feedback?

LITERATURE REVIEW

Teaching evaluation may have a great impact on the future of a lecturer's career. On the one hand, it may improve the lecturer's teaching quality and, on the other hand, it may provide a wise and precise decision making tool for the administrative staff with regard to lecturers continuing employment, tenure, promotion of appointment committees and so on. Many studies have indicated strong evidence with regard to the validity and reliability of the teaching evaluation tool (Al-Saghir, 2008; Onwuegbuzie, Daniel, & Collins, 2009). On the other hand, Spooren, Brockx and Mortelmans (2013) claimed that teaching evaluation by students has thus far failed to provide clear answers regarding validity.

Thus, it is very important to compare online and manual feedback because both types of feedback are used by various academic institutions and especially in our college. Indeed, over the past decade, studies have been conducted in education institutions around the world, examining various aspects of online teaching feedback. The aspects included lecturers' positions on feedback, attitudes of students toward online feedback, and response percentage of students to online feedback (Bosnjak & Tuten, 2003; Kam-Por, 1999).

There were various ways to investigate online feedback. Methods like filling out an online questionnaire on a college website or sending it by email, evaluations and ratings obtained in the online feedback as opposed to those obtained by manual feedback and the open answers which were received in these responses (Johnson, 2003; Liu, 2005; Wilson & Ryan, 2012). One of the most common findings in many studies is the lower response rate in online feedback in comparison to the manual one. However, the gap between response rates in manual feedback and online differs from one study to another. For example, according to Woodward (1998), small differences were found between the responses with very high response rates in both online and manual feedback (88% of manual responses compared with 79% online).

Another study found that the percentage of respondents in manual feedback was 71% compared to 51% in online feedback. In some studies, the difference was tens of percentage points: 70% in a manual feedback, compared to only 29% in an online feedback (Dommeyer, Baum, Hanna, &

Chapman, 2004). In another study, without the promised incentives for students filling online feedback, the percentage of respondents in online feedback was more than 20% lower than manual feedback. The differences dropped to 9% when a benefit was promised to those who completed the online feedback (Anderson, Cain, & Bird, 2005; Avery, Bryant, Mathios, Kang, & Bell, 2006; Thorpe, 2002). Nowell, Gale and Handley (2010) noted that there is a difference between online and manual teaching evaluations. They did not point out that one method is better than the other. Therefore, they recommended that institution should use one method for performing all the feedback of the entire teaching staff. Nevertheless, they did not recommend using one method over the other.

Many studies reported mixed findings on this issue, some of which indicate statistically significant differences between manual and online feedback, while others do not report significant differences between the two types of evaluation (Carini, Hayek, Kuh, Kennedy, & Ouimet, 2003; Johnson, 2003; Keeley, 2012). In cases where there were statistically significant differences, the authors noted that the source of these differences was often due to the effect of sample size. Researchers noted that these differences are essentially negligible (Dommeyer et al., 2002; Norris & Conn, 2005).

One of the most interesting findings in some studies is the high percentage of respondents who answer the open questions in online versus manual feedback. Some studies show that there was a difference of more than 20% among respondents to the open question, in favor of online feedback compared to manual feedback. Several studies indicate that in an online feedback the responses tend to be longer. According to reports, the length of responses in online feedback might be five times longer than the responses than manual feedback. Moreover, according to other studies, the responses that were received in online feedback are also more qualitative and students seem to pay more attention to their writing (Wilson & Ryan, 2012). However, there are studies that found no significant differences between manual and online feedback on the open answers issue (Heath, Lawyer, & Rasmussen, 2007; McCollum et al., 2003; Norris & Conn, 2005).

It can be concluded that there is a difference in the findings of the various studies in response to the question: Which type of teaching evaluation is preferable, manual or online?

STUDY QUESTIONS

This study examined the main question: Are there differences between online and manual teaching feedback and, if so, what are these differences?

There are several important elements for the above question:

- How do students perceive the courses they study?
- What is the percentage of students who take part in the fulfillment of each type of teaching evaluation?
- How the students answer the open question in both evaluation types?

METHOD

This study was conducted at one of the largest and oldest academic teacher training colleges during the academic years 2015-2017. As in every semester, all the lecturers participated in the teaching evaluation. In all courses, students were given the opportunity to fill in the online feedback via an internet website. The time window for filling out the questionnaire was open for the last three weeks of the semester, and was blocked prior to the beginning of the examinations in order to avoid bias in students' responses due to the difficulty/ease of the exams. The evaluation feedback were reported after the grades were sent out by the lecturers to the examination section of the college, in order to prevent any effect of the teaching evaluation on students' grades provided by the lecturers.

The collected data was analyzed in two stages: first, the data for each course was analyzed separately, including calculation of averages and standard deviations for each course, and then it was analyzed for all the courses in the manual and the online feedback.

PARTICIPANTS

Lecturers: In this study, 90 lecturers participated, about 57 in tenure position (63%), and 48 males (53%).

Courses: A sample of 180 courses was randomly chosen; 90 courses were evaluated manually and 90 were evaluated online. Two courses were chosen for each lecturer, one course was evaluated via an online form, and the other was evaluated manually on paper. All the courses were taught face to face, and no hybrid or distant learning courses was chosen. The class size was not mentioned in this study, but it would be a good idea to take it into consideration in future research.

Students: The number of students in each course ranges between 7 and 60 ($M=26$, $SD = 12.131$). The total number of students who participated in the study was 4678. Anonymity and privacy were guaranteed to the students who filled out the feedback forms, and no incentives were given to the students to complete the evaluations in either formats.

TOOLS

In this study, we used the feedback questionnaire which is usually delivered each semester for teaching evaluation in the college. The questionnaire consists of 18 items, with 1 to 5 Likert response options (5 = very much, 4 = to a large extent, 3 = moderately, 2 = to a small extent, 1 = not at all) and one open question. The items were divided into the following two categories:

- A. **Satisfaction of the lecturer:** Items 1-9 examine the students' satisfaction in various aspects related to the lecturer. The reliability of this category was high (Cronbach's alpha = 0.84).
- B. **Satisfaction of the course:** Items 10-18 examine students' satisfaction with various aspects related to the course. The reliability of this category was high (Cronbach's alpha = 0.87).

We examined the internal consistency of the questionnaire in general, and it was relatively high (Cronbach's alpha = 0.81). At the end of the questionnaire, there is an open question that allows students to record a verbal evaluation of various aspects that were not mentioned in the questionnaire. Such evaluations provide an opportunity for students to express their opinions. In general, students offer valuable feedback that contributes to improving the course. Students want to be heard; they want to know that the teacher is listening (Wilson & Ryan, 2012).

When analyzing the data, we grouped the answers to the open questions into five categories:

- Positive statements about the lecturer; for example, an excellent lecturer, a good lecturer, a lecturer with charisma, a thoughtful lecturer.
- Negative statements about the lecturer; for example, a boring lecturer, a lecturer who does not know how to pass on the material.
- Positive statements about the course; such as, excellent course that contributes to my knowledge.
- Negative statements about the course; such as, an unnecessary course, a boring course.
- General statements; such as, uncomfortable study hours, lack of equipment, large number of students.

In the open question, the number of answers in each category of each course was calculated. The answers that relate to more than one category were divided into sub-notes according to the number of categories they referred to, and each sub-note was counted separately.

This study used a quantitative approach, including the quantification of qualitative verbal data collected through the open question in the questionnaire.

FINDINGS

We present here the important elements that were examined in the study in response to the main question regarding the two types of feedback (manual and online), such as percentages of respondents, lecturer rating, course ranking, and number of responses to the open question. We examined the differences between manual and online responses in all variables using a series of paired t-tests.

PERCENTAGE OF RESPONDENTS IN MANUAL VS ONLINE FEEDBACK

Table 1 presents student data (the number and percentage of students) who filled out manual and online teaching responses.

Table 1. Students' average number of respondents on the feedback questionnaire

Overall Courses	Manual (n=90)		Online (n=90)		t
	M	SD	M	SD	
Average number of students	28	12.669	24	11.324	-8.13
Percentage of respondents	81%	13.731	65%	14.216	7.62
Total number of respondents	2032		1409		

Table 1 indicates differences in the number and percentage of respondents in both types of feedback.

- The number of respondents in the manual feedback (M = 28, SD = 12.669) is higher than the number of respondents in the online feedback (M = 24, SD = 11.325). This difference was examined by using a paired t-test which showed that this difference was statistically significant ($t_{(179)} = -8.13$; $p = .0217$).
- The percentage of respondents in the manual feedback (M = 81%, SD = 13.731) was higher than the percentage of respondents in the online feedback (M = 65%, SD = 14.216). A paired t-test showed that this difference was statistically significant ($t_{(179)} = 7.62$; $p = .241$).

The findings indicate that the response to the manual feedback questionnaire is significantly higher than the response to the online feedback questionnaire.

SATISFACTION ABOUT THE LECTURER IN MANUAL VS ONLINE FEEDBACK

As mentioned, the feedback questionnaire contained the following nine items that measure students' satisfaction from the lecturer in the feedback questionnaire.

Q1:	The lecturer comes unready to the lectures*
Q2:	The lecturer uses a variety of teaching methods
Q3:	The lecturer highly masters the course materials
Q4:	The lecturer is fair enough to the students
Q5:	The lecturer is attentive to students' questions
Q6:	The lecturer teaches the material in a clear and understandable manner
Q7:	The lecturer is available for inquiries and advice
Q8:	The lecturer does not effectively take advantage of the time during the course*
Q9:	In general, I am highly satisfied of the lecturer.

* Reverse formulation of the statement

Table 2 presents the differences between the manual and online responses in the students' evaluations of the nine items on their satisfaction about the lecturer.

Table 2. Differences in student satisfaction about the lecturer in manual and online feedback

ITEM	Manual (n=90)		Online (n=90)		t	Sig.
	M	SD	M	SD		
Q1	4.51	0.22	4.56	0.29	1.047	0.594
Q2	4.27	0.28	4.32	0.32	1.322	0.326
Q3	4.36	0.38	4.39	0.41	0.592	0.554
Q4	4.39	0.25	4.45	0.21	0.861	0.101
Q5	4.41	0.28	4.36	0.34	1.632	0.473
Q6	4.52	0.26	4.51	0.28	0.718	0.492
Q7	4.54	0.33	4.58	0.41	0.155	0.877
Q8	4.43	0.35	4.53	0.34	0.737	0.197
Q9	4.46	0.32	4.49	0.34	1.057	0.709

The findings of Table 1 are presented in Figure 1.

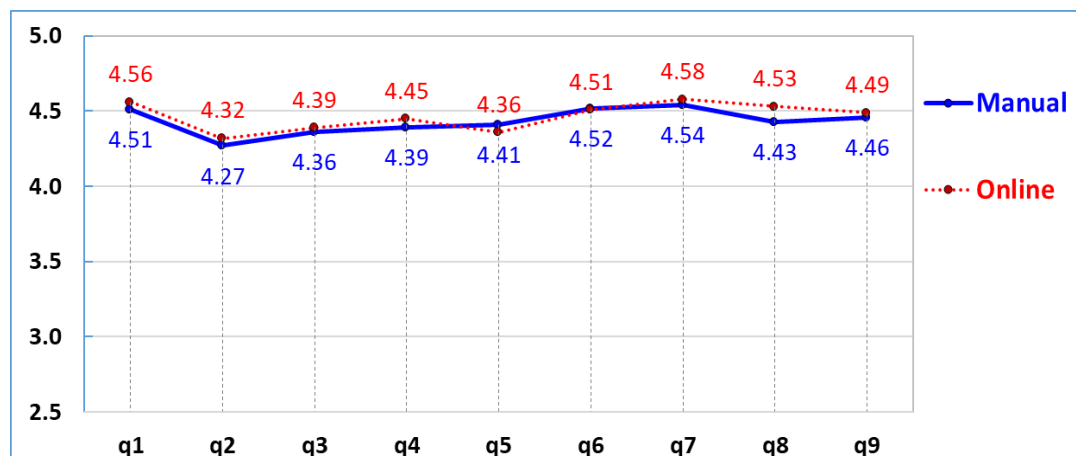


Figure 1. Student satisfaction about the lecturer

As Table 2 shows, there was no statistically significant difference between manual and online feedback in students' evaluations of the lecturer in all the items in the category (9 items).

SATISFACTION ABOUT THE COURSE IN MANUAL VS ONLINE FEEDBACK

The following nine items measures students' satisfaction from the course in the questionnaire.

Q10:	The course corresponds to the syllabus
Q11:	The students' evaluating criteria in the course is clear
Q12:	The course is unplanned and untidy at all*
Q13:	The subjects of the course are of interest to me
Q14:	The teaching methods in the course don't help to understand the course topics*

Q15:	The course contributes to the expansion of my knowledge
Q16:	The assignments don't help to learn and understand the material*
Q17:	The course requires a lot of investment
Q18:	In general , my satisfaction from the course is high

* Reverse formulation of the statement

Table 3 presents the differences between manual and online responses in the students' evaluation of the courses and their ranking of the items of satisfaction in the course.

Table 3. Differences in the evaluation the course, between manual and online feedback

ITEM	Manual (n=90)		Online (n=90)		t	Sig.
	M	SD	M	SD		
Q10	4.53	0.25	4.49	0.21	0.748	0.657
Q11	4.19	0.31	4.16	0.28	1.022	0.488
Q12	4.18	0.39	4.25	0.35	0.753	0.807
Q13	4.24	0.27	4.22	0.23	0.691	0.274
Q14	4.19	0.29	4.28	0.27	0.692	0.202
Q15	4.23	0.41	4.31	0.22	1.178	0.267
Q16	4.28	0.22	4.29	0.18	1.155	0.463
Q17	4.29	0.37	4.27	0.37	0.937	0.805
Q18	4.31	0.29	4.36	0.27	1.052	0.896

* Reverse formulation of the statement

The findings of Table 3 are presented in Figure 2.

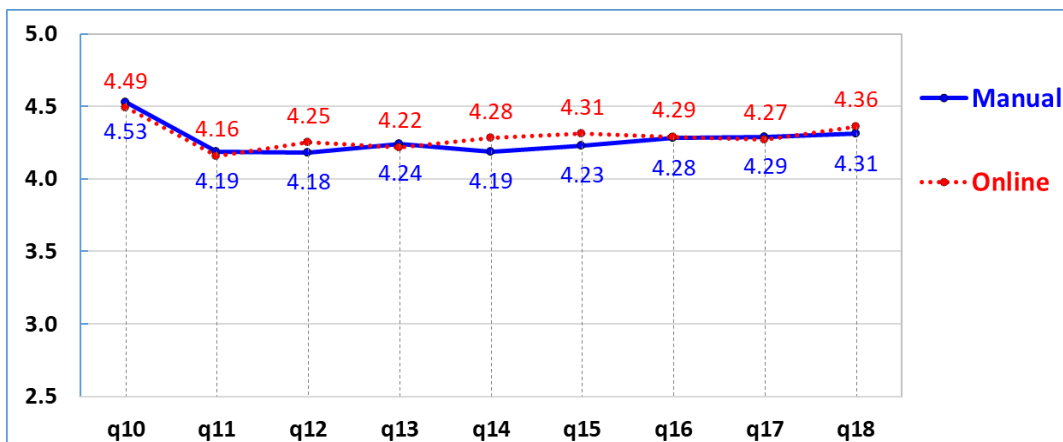


Figure 2. Student satisfaction about the course

Table 3 shows that there was no statistically significant difference between the manual and online feedback in the students' evaluations of the course level, the difficulty of the course, or the course assignments and the reading material.

OVERALL SATISFACTION ABOUT THE COURSE AND LECTURER IN MANUAL AND ONLINE FEEDBACK

Table 4 presents the differences between manual and online responses in students' assessments of the difficulty of the courses and assignments, and their ranking of the general satisfaction.

Table 4. Differences in evaluation the lecturer and the course, in manual and online feedback

Overall	Manual (n=90)		Online (n=90)		t	Sig.
	M	SD	M	SD		
Satisfaction of students of the course	4.27	0.31	4.29	0.26	1.045	.482
Satisfaction of students of the lecturer	4.32	0.23	4.35	0.31	1.232	.387
general satisfaction of course and lecturer	4.35	0.21	4.38	0.24	1.139	.219

Figure 3 represent the findings shown in Table 4.

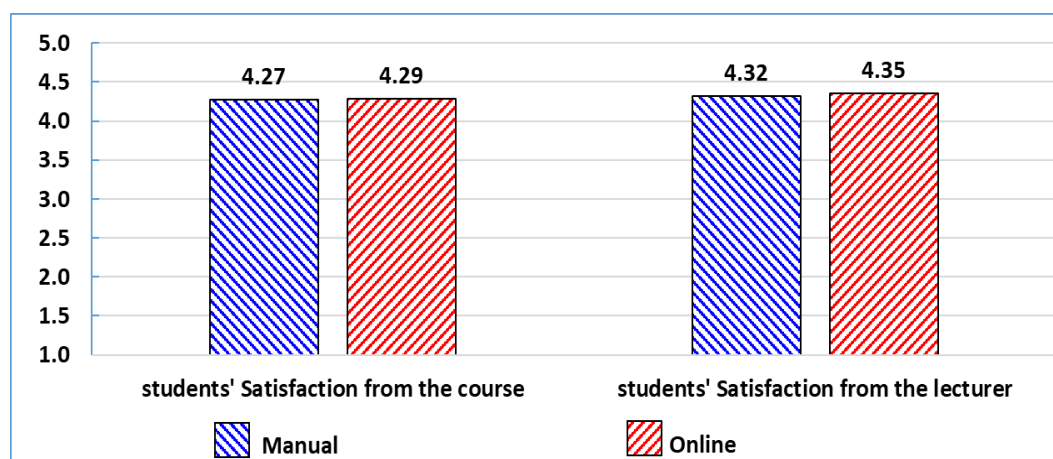


Figure 3. Student satisfaction overall the courses/lecturers in manual and online feedback

Table 4 shows that there were no statistically significant differences between the manual and online feedback in students' evaluations of the course, and in the students' evaluations of the lecturer.

There were many benefits of online feedback which included speed and convenience of distribution, cost savings that included paper savings consistent with the "green" trend, data entry accuracy, non-interruption of the lesson for feedback and more time for students to answer questions. As shown in Table 4:

- There was no significant difference between the manual and online feedback in students' evaluations of lecturers ($t_{(179)} = 1.045$; $p=.482$).
- There was no statistically significant difference between the manual and online feedback in students' evaluations of the course ($t_{(179)} = 1.232$; $p=.387$).
- There was no statistically significant difference between manual and online feedback in the students' evaluations in general ($t_{(179)} = 1.139$; $p=.219$).

RESPONSES TO THE OPEN QUESTION IN MANUAL VS ONLINE FEEDBACK

As noted, the feedback questionnaire also included one open question in which students were given the opportunity to respond to any aspect they chose. Table 5 presents data with regard to the per-

centage of students who chose to answer the open question, the average number of words per answer, and the percentage of positive, negative and general comments written by the students about the lecturer and the course.

Table 5. Difference between the responses of the open answers and their pattern

	Manual	Online	t
Total open answers	534 (26.3%)	629 (44.6%)	16.92*
Average of open answers per course	5.93	6.98	NS
Average Number of words in response	11	19	12.47*
Positive comments about the lecturer	183 (34.3%)	212 (33.8%)	NS
Negative comments on the lecturer	42 (7.9%)	53 (8.5%)	NS
Positive comments about the course	145 (27.3%)	166 (26.4%)	NS
Negative comments on the course	37 (6.9%)	39 (6.2%)	NS
General Comments	126 (23.6%)	157 (25.1%)	NS

NS = Not significant difference

* Statistically significant difference at 0.05

Table 5 shows the following:

- Number of responses to the open question in the online feedback (629, $M = 6.98$) is higher than the number of responses to the open question in the manual feedback (534, $M = 5.93$). This difference was examined by using a non-paired t-test which showed a statistically significant difference ($t_{(1162)} = 16.92$; $p = 0.0231$).
- The number of words in the answers to the open question in online feedback ($n = 19$) is higher than the number of words in the manual feedback ($n = 11$). A non-paired t-test showed that this difference is statistically significant ($t_{(1162)} = 12.47$; $p = 0.0372$).

It should be important to note that there were no offensive and insulting remarks of any kind in both types of feedback in this study.

SUMMARY AND DISCUSSION

This study was designed to compare the findings of two types of teaching evaluation feedback, manual and online, in an academic teaching college. We tried to examine whether there were differences between these two types of responses in relation to certain criteria: number of respondents, satisfaction about the lecturer, satisfaction of the course, and the number of responses to the open question in both types of feedback.

The findings indicate that the response rate in online feedback is significantly lower than the manual one. This finding is similar to that of many studies that have examined this issue. The gap between the two types of responses (16%) is similar to many other studies (e.g., Cummings, Ballantyne, & Fowler, 2001). No statistically significant differences were found in students' quantitative assessments of the course, and most importantly, no statistically significant difference was found in the overall rating given to the lecturer in the feedback. This important finding is similar to the findings of another study of Liu (2005), which refutes claims of the unreliability of the findings in online feedback. In addition, this finding indicates that the method of feedback, whether manual or online, does not affect the students' pattern of quantitative responses to feedback.

Although there is a significant difference in three individual items (the degree of interest in the course, the degree to which the material is understood, and the lecturer is open for inquiries and advice), this difference is almost insignificant in its implications on the lecturer or the course. In the

overall rating of the items, no significant difference was found. A similar finding was also found in other studies that reported significant differences in some items in the feedback questionnaire, with no practical significance for the differences in student general evaluation of the course/lecturer in both types of feedback (Linse, 2010).

The findings of the study indicate another important finding regarding the students' response to the open question. In the online feedback, the percentage of respondents to this question was significantly higher than in the manual feedback. This finding is also consistent with the research literature in this field (Collings & Ballantyne, 2004).

This finding can be even more significant if the percentage of respondents in online feedback becomes higher since, by nature, the students' open answers provide the most important feedback for improving the course and its teaching methods.

It was reported in the literature review that many lecturers have an opinion that many students who are less satisfied with the course and/or the lecturer are those who respond to this question (McGhee & Lovell, 2003). Therefore, qualitative feedback findings may be highly biased in this regard. However, examining the distribution of positive and negative responses to the lecturer and the course refutes the hypothesis. Although the high percentage of open responses in the online teaching feedback differs significantly from the percentage of open responses in the manual feedback, there was no difference in the percentage of positive and negative responses between manual and online feedback. Moreover, the percentage of positive comments about the course and the lecturer is significantly higher than the number of negative comments in both the manual and online feedback.

This interesting finding was found compatible and correlated with the absence of the difference in the quantitative findings. This finding is also consistent with the findings reported in other studies, which indicate a similar phenomenon of a higher number of positive responses than negative responses in both kinds of teaching feedback (Abu-Alhija & Fresko, 2009). We also want to point out that none of the feedback contained offensive and insulting remarks of any kind. In addition, this finding is compatible with other studies, which show that only a few students (less than 0.1%) make abusive comments about the lecturers (Brockx et al., 2012).

It can be concluded that the findings of this study encourage the continuation of using online teaching feedback. The many benefits of online feedback, along with the findings in this study, which indicate almost identical pattern of findings between the two types of feedback, indicate that online evaluation can be used without any kind of concern.

In this study, the percentage of respondents on the online teaching evaluation feedback was 65% on average, which is satisfactory in terms of the reliability of the sample. We believe that this percentage can be increased by conveying a clear message to both lecturers and students about the importance of teaching evaluation feedback. It is very important to disseminate the findings of this study, and similar studies, among lecturers to dispel their worries and concerns about the reliability of online feedback.

CONCLUSIONS

It is very important to indicate that this is a pilot study and it may be difficult to generalize its findings and conclusions. The findings of the study did not indicate significant differences between the two methods of feedback: online vs manual. Besides, many students wrote that they felt they could give richer, more thoughtful, and more useful feedback when they completed the online evaluation on their own, at a time of their choosing, with no time constraints. Therefore, the use of online feedback should be considered in the institution in the future.

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