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Abstract

The aim of the current study was to provide a valid and reliable instrument for the evaluation of the teaching effectiveness in the Greek higher education system. Other objectives of the study were (a) the examination of the dimensionality and the higher-order structure of the Greek version of Students' Evaluation of Educational Quality (SEEQ) questionnaire, and (b) the investigation of the effects of several background variables on students' evaluations of teaching (SET) scores provided by the Greek version of SEEQ. A total of 1,264 students participated by filling in the questionnaires administered to them. The participants were selected from social science departments that belonged to eight universities of Greece. The results showed solid evidence of the applicability of the Greek version of SEEQ, by confirming the factor structure of the instrument and reassuring the multidimensionality of the teaching effectiveness construct. Additionally, the effects of several background variables on teaching effectiveness further supported the validity of SET scores. (HRK / Abstract übernommen) Grammatikopoulos, Vasilis, E.Mail: gramvas@uoc.gr