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Student evaluations of their physics teachers: Evaluative bias and its relationship to classroom pedagogy and students' career aspirations[1]
GEOFF POTVIN, Clemson University — Using data collected from a nationally-representative sample of college students, the evaluation of high school physics teachers by their students is examined. Confirming earlier work, student evaluations (of both male and female students) exhibit bias with respect to the gender of their teacher. Pedagogical practices that impact student evaluations are explored, but these factors do not change the gender bias effect. We also consider how this evaluative bias is affected by students' career intentions. Grouping students according to their career intentions (e.g. physics majors, engineering majors, and health/medical science majors) shows that physics and engineering majors exhibit this bias to the same extent as the general population, but health/medical science majors exhibit a bias with nearly twice the size as average. The implications of this research for our understanding of physics culture regarding stereotypes and students' gendered expectations of teacher behavior is discussed.

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