Does a good student-professor relationship influence student evaluation of courses?

Jean Lucien Razafindrakoto[1], Jean Razafindravonona[2] and
Tiako Joeda Andrimamy[3]

Abstract: In many life situations, a student is in "socio-cognitive conflict" when his or her conceptions and cognitive structures are confronted with disturbing information that is incompatible with his or her prior knowledge system. The cognitive disturbance resulting from it will engage the person in a search for a new cognitive equilibrium that will take into account the disturbing information. In this paper, we propose to identify, through the literature and a case study, the factors that promote or, on the contrary, hinder the teacher-student relationship and then to confront these theories with reality through a case study of second-year management students from the 2012-2013 academic year.

Keywords: Student-professor relationship, academic environment, lecture evaluation

Context

Over the centuries, societies have adopted various approaches to ensure the education of their members and facilitate the transmission of cultural values between generations. The earliest known education systems developed in the Indian and Egyptian civilizations from the 4th millennium B.C. These societies, characterized by a strong social hierarchy, reserved intellectual education for members of the higher castes and entrusted responsibility for it to religious authorities, such as Brahmins in India or priests in Egypt. Knowledge of teaching methods and priorities reveals the deep-rooted concerns of human societies.

Generally speaking, higher education institutions, which have been shaped by the socio-economic contexts and political dynamics of nations and societies, play roles and assume responsibilities in development policy (Clark, 1983). Indeed, by improving human capital, they promote the mastery of new technologies, essential conditions for a country's development.

For over 30 years now, university teaching has been subject to constant evaluation by students. According to a 1997 article in University Affairs, 90% of Canadian universities evaluate teaching using questionnaires. However, these evaluations are often controversial in terms of validity. They are also seen as an inadequate and incomplete measure of effective teaching. However, this is not an obstacle to their popularization, since according to Richard Lescure: "Evaluation should be one of the main talking points", as it perfectly embraces the concept and practices of evaluation and self-evaluation.

Unquestionably, when we say word, we mean at least two people, i.e. interaction. "*Teaching is a profession of human relations, and therefore requires human interaction. [...] Only human beings can train other human beings humanely. This fundamental truth lies at the very root of the fundamental anthropological reality that is educational activity: the human being is a being who needs others to become human, and it is through mediation with other humans that his or her own humanity is made possible*. "(Tardif and Mukamurema, 1999). This quote sums up the hinge of teaching: human interaction.

Galileo and Copernicus asserted that the earth revolves around the sun, so it could be said that in teaching, everything revolves around the teacher. This raises a legitimate and obvious question: what makes a good teacher? The answer to this question can be found in a number of ways: the teacher can be asked to self-assess, or a national education or university inspector can be sent to assess the teacher in the course of his or her work. We can simply ask students to evaluate their teacher.

This article is part of this attempt to answer the question of whether there is a causal link between the teacher-student relationship and the evaluation of a teacher's course. The question is whether a teacher's good relationship with his students affects the latter's evaluation if they are asked to evaluate their teacher's teaching.

---

[1]Corresponding author, lecturer at the Faculty of Economics, Management and Sociology, University of Antananarivo, Room 409 A
[2]Professor at the University of Antananarivo, Economics Department
[3]PHD Student at the University of Antananarivo, Economics Department

1. Methodology and sample

The class of second-year management students at the Faculty of Economics, Management and Sociology (FAC EGS) in this study numbered 722. As mentioned in the introduction to this article, students had two forms to fill in. The participation rate was 93.83% (365 out of 389): 365 students handed in their evaluation forms, while 389 students completed the follow-up and information forms. This represents a participation rate of 52% among the 700 students, or 389 students who responded to the evaluation.

Of these participants, 35 - or around 1 in 11 students - are members of an English Club. This number demonstrates the presence of a group of students interested in practicing English outside the academic context.

In terms of honors, 87 of the 389 students, or around 1 in 5, obtained the mention "*Assez Bien[4]*". In addition, 21 students, or around 1 in 18, obtained the mention "*Bien*". These figures support the teacher's statement that he is not joking when he uses the term "*brilliant manager*" to describe students who have achieved good grades. As for the declaration on honor, 30 students, i.e. around 1 in 13, have signed this declaration. This indicates that some students are prepared to make an official honorary commitment as part of their academic career.

In the case of responses to a specific question, it can be seen that of the 389 students who replied, 240 gave additional answers, representing around 60% of responses. In addition, 85 students agreed with the question asked, i.e. around 21% of responses. However, 64 students disagreed with the question, representing around 16% of responses. In addition, 18 students expressed dismay at the question, representing around 4% of responses. It should be noted that five (5) responses were "null" out of a total of 385 expressed. These figures provide an interesting insight into various aspects of student participation and opinions in the evaluation. They also illustrate the diversity of students' academic profiles and reactions, highlighting the importance of taking different viewpoints into account for a comprehensive and balanced evaluation.

2. Literature review

Pedagogy is said to have taken shape in the 17th century, a period marked by an increase in the number of students attending classes, forcing teachers to rethink their approach. They could no longer simply impart knowledge to one or two individual students, but had to structure their work by taking all students into account, including those who might disrupt the class. This evolution also applies to undergraduate students.

Thus, the earliest pedagogues realized that teaching is linked to two major functions: content (or subject) management and group management (Doyle, 1986). These two functions will be analyzed here in terms of planning, interaction and evaluation.

Nevertheless, course evaluations, or student evaluations, are one of the most commonly used tools for assessing classroom teaching (Wright, 2006; Seldin, 1999; Centra, 1979). Student evaluations are the most controversial, but at the same time the most widely used measures. Abrami (2001) even dares to assert that no other option can provide the same kind of quantifiable and comparable data. Ory J .C (2001) adds that "*there are probably more misconceptions about student evaluations than known facts about them, even if the known facts are numerous*".

- **The aim of the assessment**

Before going any further, we need to ask ourselves a question: what is the purpose of educational evaluation? Among the many possible answers, two main aspects can be highlighted:
  (i) Improving teaching quality: This involves evolutionary work throughout the teaching process, with regular self-assessment to identify areas for improvement.
  (ii) Helping students choose a course: This is done through a traditional assessment of current teaching or through an end-of-course assessment, enabling students to make informed decisions about which courses best match their needs and learning objectives. "*The evaluation of teaching encompasses more than the evaluation of a teacher's performance. The latter ultimately influences only some elements of the many variables affecting student learning and satisfaction.*" (Shore et al. 1991)

Christopher Knapper (2001) raises the issue of establishing fixed standards and criteria, given that learning objectives can vary enormously from one institution to another, from one department to another, from one course to another. Indeed, the answers given open up new questions. Which objectives should be prioritized? What criteria should be chosen? Those of the teachers, those of the students, those of the institution? Objectives differ from one approach to another, and so cannot be assessed solely on the basis of standard teaching evaluations, which do not take into account all the variables influencing the quality of learning and the

---

[4] According to the French-speaking country evaluation system, this is above average and lower than the "Bien"

effectiveness of teaching. Patricia Cranton (2001), for her part, argues that the quantitative measures used to evaluate teaching (questionnaires) cannot account for the complexity of the pedagogical context, nor can they reflect the diversity of factors that affect this context. For Cranton, teaching evaluations are valid sources of information if the authors of the questionnaires and those who fill them in share a common vision of what effective teaching can be in a specific context. However, it is essential to bear in mind the subjective nature of these evaluations.

In a similar vein, but this time on faculty perceptions of student evaluation, Ryan et al. (1980) demonstrated that student course evaluations are a source of anxiety for faculty. Franklin and Theall (1989) express outright opposition to them. The reasons given for such behavior are threefold: (i) evaluations are biased (Feldman, 1976); (ii) students are not competent evaluators (Ryan, Anderson and Birchler, 1980); and (iii) evaluations are influenced by the grades expected by students (Baldwin and Blattner, 2003). These negative perceptions of evaluations can lead the teaching profession to minimize their importance and/or hinder efforts to improve courses and teaching. Abrami (2001) has argued that there is a greater percentage of teachers showing a negative rather than a positive or neutral attitude towards evaluation tools.

- **Evaluation objective**

In general, course/lecture evaluations are mainly used for summative rather than formative purposes, meaning that they are used as a tool for making human resource management decisions, such as hiring, tenure or promotion of a teacher, based on students' assessment of the effectiveness of his or her teaching. However, qualitative data from these evaluations are also used to improve teaching and develop new courses.

Authors are divided on the usefulness and effectiveness of such feedback. On the one hand, some believe that the feedback provided by course evaluations is not effective in bringing about changes in teaching behavior. On the other hand, some researchers consider that student evaluations are useful for measuring teaching behaviors and contribute to teaching effectiveness (Abrami, 2001; Marsh, 1987).

3. Results and discussion

In this section, we present and discuss the result of the answer to our questionnaire. As mentioned in the introduction, our main aim is to find if the level or the quality of the relation between the professor and his/her students influence the lecture/course evaluation.

3.1 Student-Professor Relationship

The results of the assessment of the quality of the relationship between students and teacher show a varied distribution of evaluations. A relative majority of students (58.63%) rated their relationship as average, suggesting that there is room for improvement.

Figure 1: Perception of the quality of the student-professor relationship
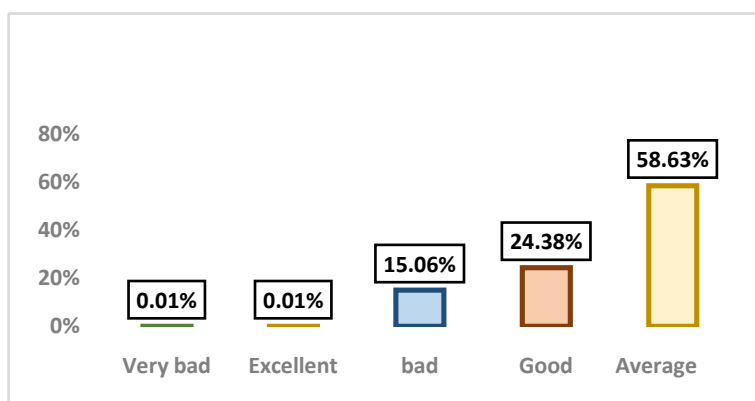
Source: Authors, based on data from the evaluation of second-year management students, University of Antananarivo, 2012-2013.

This may indicate that certain aspects of the student-teacher relationship could benefit from particular attention, such as communication, coaching or student support. It is important for the teacher to identify the possible reasons behind these average ratings and put in place measures to strengthen the quality of the relationship.

On the other hand, only 24.38% rated the relationship as good. This suggests that certain aspects of teacher-student interaction need to be improved. It would be beneficial for the teacher to analyze and evaluate the reasons for these positive evaluations and try to replicate them in his or her relationship with other students. By taking into account the students' qualitative comments, it would also be possible to identify specific practices that contribute to a positive relationship and reinforce them for the whole class. In the rest of our paper, we'll be looking at the responses of those students (24.38%) who think there's a good relationship between students and their teacher.

3.2 Professor's name

An analysis of students who feel they have a good relationship with their teacher reveals some interesting results. An overwhelming majority (81%) of these students say they know the name RL, without specifying the teacher's full first name. This raises questions about the depth of knowledge of the teacher's identity, despite a positively perceived relationship. It would be important for the teacher to clarify his/her full name in order to foster better communication and more accurate recognition of his/her identity.

Figure 2: Professor's name
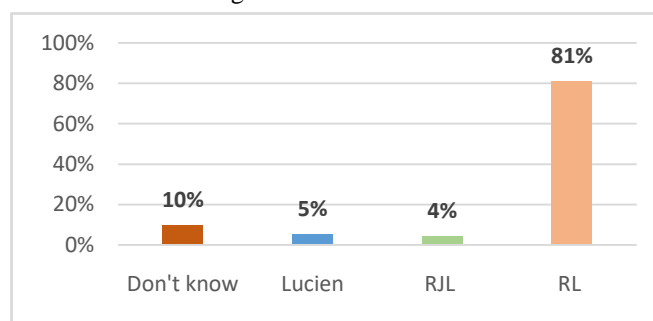
Source: Authors, based on data from the evaluation of second-year management students, University of Antananarivo, 2012-2013.
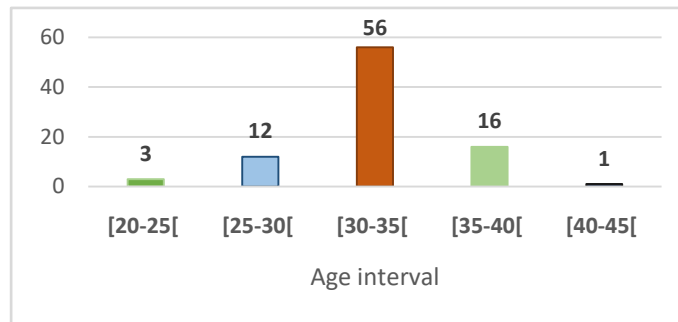
Moreover, a small proportion of students (5%) mention the first name Lucien as the exact name of the teacher. This indicates a consistency between the perception of the relationship and the precise knowledge of the teacher's name. These students seem to have established a more personal relationship with the teacher by remembering his or her first name. It would be beneficial for the teacher to encourage this personal connection by reinforcing interaction with students and encouraging them to feel more comfortable using the teacher's first name.

In summary, the analysis of students who feel they have a good quality of relationship with the teacher highlights the need for the teacher to clarify his or her identity by providing his or her full name. This would enable better communication and accurate recognition of his or her identity. In addition, the teacher should encourage personal interaction with students to strengthen the individual connection and foster a positive learning environment. This can help improve the relationship between teacher and students, fostering better mutual understanding and creating a climate conducive to engagement and academic success.

3.3 Professor's age

Analysis of the data concerning the age of the teacher reveals some interesting information about the distribution of age brackets. The majority (60%) of students consider the teacher to be in the 30-35 age bracket. This suggests that students perceive the teacher as being relatively young and having academic experience relevant to their field of study. This perception may contribute to a closer relationship between students and teacher, creating a sense of generational closeness.

Figure 3: Professor's age

Source: Authors, based on data from the evaluation of second-year management students, University of Antananarivo, 2012-2013.

Moreover, a significant proportion (17%) of students feel that the teacher is in the 35-40 age bracket. This indicates that some students perceive the teacher as having more advanced experience and professional maturity. This perception may be associated with a certain expertise and academic authority, which can influence the dynamics of the student-teacher relationship.

However, it's worth noting that the younger age groups (20-25 and 25-30) account for smaller percentages (3% and 13% respectively). This suggests that the majority of students do not perceive the teacher as being particularly young or new to the profession. This perception can be attributed to cues such as the teacher's pedagogical experience or mastery of course content.

In summary, analysis of teacher age indicates that the most commonly perceived age range is 30-35, followed closely by 35-40. Students seem to associate different levels of expertise and experience with the perceived age of the teacher. This information may influence the dynamics of the student-teacher relationship, and may help the teacher to understand students' expectations and needs based on their perception of age. Indeed, generational conflict can be avoided if the teacher, despite his or her age, can keep up with the trends and interests of his or her students. The work of Buchs et al (2004) and Darnon et al (2008) synthesizes research in the field of socio-cognitive conflict and offers advice for teachers when organizing discussions with their students. Here is a summary of some of these tips, which we have adapted to the university context.

- Reduce comparisons between students' skills, and focus instead on the ideas and arguments exchanged.
- Adapt the type of interpersonal relations to the students taking part: younger students often need more guidance, older ones more autonomy.
- Beware of relational conflicts and social comparisons that may lead students to develop defensive strategies.

3.4 Course (Scale from 1 to 5)
Analysis of course quality, as perceived by students, reveals significant results. Half the students (49%) rated the quality of the course as level 4, indicating a high level of overall satisfaction. This positive result probably reflects effective pedagogy, interesting content and the teacher's ability to convey knowledge in a clear and engaging way. The positive perception of course quality by a large proportion of students contributes to a learning environment conducive to academic success.

Figure 4: Course/Lecture quality
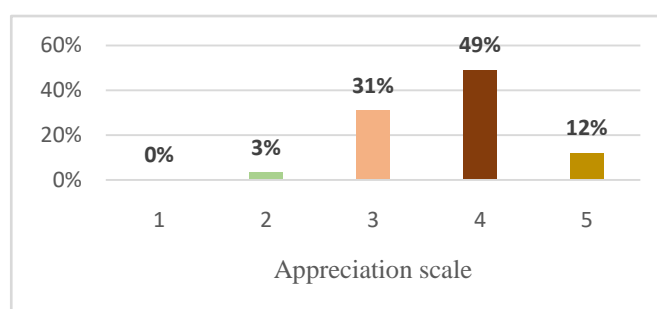
Source: Authors, based on data from the evaluation of second-year management students, University of Antananarivo, 2012-2013.

In addition, 12% of students rate the quality of the course as level 5, indicating a very positive evaluation. These students consider the course to be exceptional and highly rewarding. This proportion, although smaller than the other levels, is encouraging as it highlights a group of students who are particularly satisfied and committed to the course. The teacher can capitalize on this positive feedback by identifying the aspects of the course that particularly appealed to these students and seeking to reinforce them further.

It's important to note that level 1 and 2, corresponding to the lowest ratings, have very low percentages (0% and 3% respectively). This suggests a high level of overall satisfaction among participants, with a very limited level of dissatisfaction or criticism. However, it remains essential for the professor to continue gathering student feedback and monitoring satisfaction levels in order to make adjustments and improvements where necessary.

In summary, the analysis of course quality highlights high satisfaction among students, with a majority rating the quality of the course as level 4. In addition, a significant percentage of students consider the course quality to be level 5, reflecting a very positive assessment. These positive results provide a solid basis for the teacher to maintain and strengthen the quality of his or her teaching. It is also important to continue to listen to student feedback and strive to meet their expectations, which will contribute to an even more satisfying and rewarding learning environment.

3.5 Tutorial evaluation (Scale from 1 to 5)

Analysis of the quality of tutorials provides valuable information on students' perceptions of these activities. The results reveal that almost half of students (46%) rate the quality of tutorials as level 3, suggesting a generally positive assessment. This significant proportion indicates that the majority of students find tutorials satisfying and beneficial to their learning, which may encourage their engagement and active participation.

Figure 5: Evaluation of tutorials quality
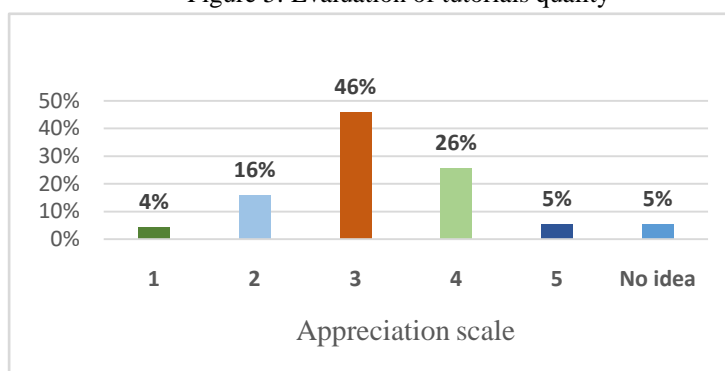
Source: Authors, based on data from the evaluation of second-year management students, University of Antananarivo, 2012-2013.

A quarter of students (26%) rate the quality of tutorials as Level 4, suggesting an even more positive assessment. These students consider the tutorials to be of high quality and particularly useful for deepening their understanding of the topics covered in class. The fact that so many students rate tutorials at this level highlights their importance in the learning process, and underscores the essential role tutorials play in complementing lectures.

However, it is also important to note that 20% of students rate the quality of the tutorials as level 1 or 2, indicating a less positive evaluation. These students may have concerns or dissatisfaction with certain aspects of the tutorials, such as the clarity of instructions, the level of difficulty or the organization of the sessions. It is important for the teacher to take these comments into account and seek to improve the tutorials in order to best meet students' expectations and maximize their effectiveness.

In summary, analysis of tutorials quality reveals a generally positive assessment among students, with a majority rating tutorials quality as level 3. However, there is also a significant percentage of students who express a less positive assessment. The teacher can use this information to identify areas for improvement and take steps to strengthen the quality of tutorials, in order to provide a more rewarding and satisfying experience for all students. Listening to student feedback and adjusting teaching practices can help improve the overall quality of tutorials and promote more effective learning.

3.6 Grade/mark expectation without tutorials

Analysis of grade forecasts without tutorials reveals significant results. A significant proportion of students (50%) expect to obtain a below-average mark in the absence of tutorials. This forecast may indicate a certain apprehension as to their ability to succeed without the help of tutorials. It is essential for the teacher to take this concern into account and provide additional resources or support sessions to help students overcome their shortcomings and achieve their academic goals.

Figure 6: Mark expectation without tutorials
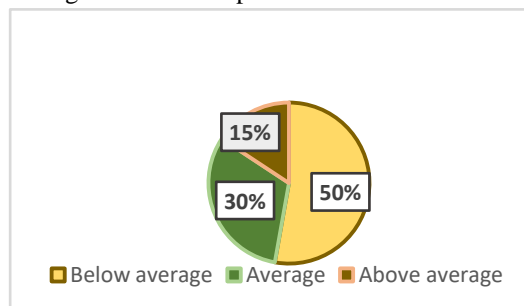
Source: Authors, based on data from the evaluation of second-year management students, University of Antananarivo, 2012-2013.

On the other hand, 30% of students expect to achieve a grade equal to the average without tutorials. This forecast may reflect a certain confidence in their ability to succeed despite the absence of tutorials, but also an awareness that their performance could be lower without these complementary activities. It is important for the teacher to recognize these expectations and provide alternative means for students to maintain their level of performance and achieve their academic goals.

In addition, 15% of students expect to achieve an above-average grade in the absence of tutorials. This may reflect a high level of confidence in their abilities and adequate preparation for the assessments. The teacher can encourage these students to maintain their motivation and continue to work hard, while offering additional opportunities for challenge and further study to meet their academic needs.

To sum up, an analysis of grade forecasts without the tutorials highlights different student expectations. A significant proportion forecast a below-average grade, underlining the importance of tutorials in their academic success. It is essential for the teacher to provide extra support to these students. Others anticipate a grade equal to the average, requiring alternative means to help them maintain their performance. Finally, some students expect to achieve an above-average grade, requiring, for example, encouragement to continue their efforts. By responding to students' different expectations, the teacher can help maximize their academic success and help them reach their full potential.

3.7 Grade expectation with tutorials sessions

Analysis of grade expectation after tutorial sessions reveals some interesting results. A high percentage of students (80%) expect to obtain an above-average mark after taking part in the tutorial sessions. This prediction highlights the importance of tutorials in improving students' academic performance. Tutorials offer an additional opportunity to practice and deepen the knowledge acquired in class, which can boost their understanding of subjects and their self-confidence. These positive results reflect the beneficial impact of tutorials on students' academic performance.

In contrast, a minority of students (15%) expect to achieve a grade equal to the average after the tutorials sessions. This may indicate that these students see the tutorials as useful in maintaining their current level of performance, but do not expect any significant improvement. It is important for the teacher to take this expectation into account and provide additional support to students who wish to improve their results. This can be done by offering additional resources, individual counseling sessions or targeted exercises to meet their specific needs.

Figure 7: Mark expectation with tutorials
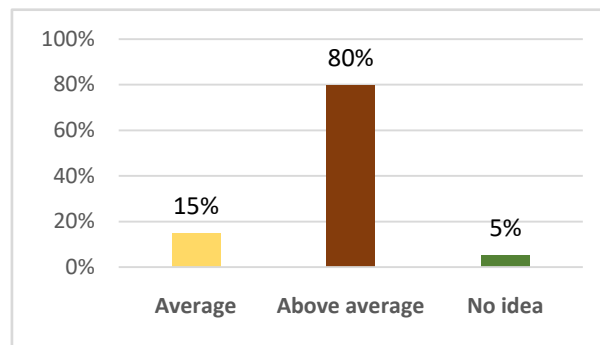
Source: Authors, based on data from the evaluation of second-year management students, University of Antananarivo, 2012-2013.

It is also important to note that some students (5%) did not express an opinion regarding their grade prediction after the tutorials sessions. This may be due to a lack of confidence in their own assessments, or uncertainty about the impact of the tutorials on their performance. In such cases, the teacher can encourage students to assess their own progress over the course of the tutorials and seek regular feedback to help them evaluate their progress and set realistic targets.

In conclusion, the analysis of grade forecasts after the tutorials sessions highlights the positive impact of these activities on students' academic performance. The majority of students expect to achieve an above-average grade, underlining the importance of tutorials in improving results. However, it is important to provide extra support for students who wish to improve their performance and to take individual expectations into account. The teacher can continue to offer high-quality tutorials sessions, provide additional resources and encourage students to assess their own progress to maximize their academic success.

4. Research limitations and prospects

Despite the efforts invested in this study, there are some imperfections to be noted. Intellectual honesty obliges us to point out the limitations of our study. These are of two kinds. Firstly, only 389 of the 770 students submitted their evaluation forms. Some students took the liberty of "making the teacher look uglier than he is" (very bad, age range 45-50) and finally, anonymity allowed students to really let loose - perhaps a little too much!

The second limitation of our study concerns the teaching philosophy. This philosophy is reflected in the wording of the statement of teaching philosophy. The statement of teaching philosophy is a reflective statement in which we describe our pedagogical approach, our beliefs, the goals and objectives as teachers that underlie our teaching practices and methods, and the steps we are taking to improve our teaching. Yet this is a highly personal document, and there are no hard and fast rules as to how it should be structured, although the tone is almost always personal and informal. Two questions need to be addressed: (i) how do I teach? and (ii) why do I teach the way I do? The personal and informal nature of this document is a limitation, because as we know, anything that is personal is subject to controversy and inevitably not objective.

Conclusion

In conclusion, our aim in this paper has been to show that the quality of the teacher-student relationship influences student evaluation. The scientific literature is full of thousands of articles devoted to the subject of student course evaluations. However, much research remains to be done. Special attention has been paid to questions of validity and reliability: in fact, a large majority of studies and literature reviews have shown us that the scientific community is divided on the reliability of student evaluations. This article is not intended to put an end to this debate. We do believe, however, that it may now be time to focus on some of the other issues that need to be addressed. These include: Regularly reviewing assessment instruments according to the needs and objectives of the institution and in relation to current research findings.

- Improve information and training for users of the assessment;
- Ensure faculty and student commitment to the evaluation process;
- Develop and test interpretation tools and effective means of communicating results (in relation to user needs);

Aware that evaluations must be accompanied by ongoing dialogue and support mechanisms to ensure that they contribute to the support and improvement of teaching. Researchers need to refocus their work on the validity of course evaluations and move away from level-based research towards more holistic assessments.

In this article we have shown that assessments in general, and student assessments in particular, are valid and important tools for evaluating both the teacher and his or her teaching. We must be careful in their development, bearing in mind that their validity and reliability are determined by much more than simply how well students respond to individual questions and questionnaires.

References

[1]. **Abrami, P.C.** (2001). Improving judgments about teaching effectiveness using teacher rating forms. In M. Theall, P.C. Abrami, and L.A. Mets (Eds.). The student ratings debate: Are they valid? How can we best use them? [Special issue]. *New Directions for Institutional Research 109*, 59-87.

[2]. **Baldwin, T. & Blattner, N.** (2003). Guarding against potential bias in student evaluations: What every faculty member needs to know. *College Teaching*, *51*(1), 27-32.

[3]. **Bernard. H.** (1994). The relevance of student-led assessment and strategies for improving higher education. Paper presented at the IAUP International Seminar in Belgium.

[4]. **Bernard, H.** (2002). Using Evaluation to Improve Teaching. Address delivered at the University of Ottawa.

[5]. **Berthiaume, D.** (2008). Teaching in the disciplines. In H. Fry, S. Ketteridge, & S. Marshall (Eds.), *A handbook for teaching and learning in higher education* (3 ed., pp. 215-225). London : Routledge.

[6]. **Bertrand, Y**. (1993). *Théories contemporaines de l'éducation*. Lyon : Chronique sociale.

[7]. **Bourgeois, E., & Frenay, M.** (2001). Learning in groups: the role of asymmetry and argumentation. In C. Solar (Ed.), *Le groupe en formation d'adultes* (pp. 99-114). Bruxelles : De Boeck.

[8]. **Bourgeois, E., & Nizet, J.** (1997). *Apprentissage et formation des adultes*. PUF.

[9]. **Buchs, C., Butera, F., Mugny, G., & Darnon, C.** (2004). Conflict Elaboration and Cognitive Outcomes. *Theory Into Practice*, *43*(1), 23-30. Retrieved from
http://muse.jhu.edu/journals/theory_into_practice/v043/43.1buchs.html

[10]. **Butera, F., & Buchs, C.** (2005). Reasoning together: from focusing to decentring. In V.Girotto & P. N. Johnson-Laird (Eds.), *The shape of reason* (*pp. 193-203*). Hove, UK: Psychology Press.

[11]. **Butera, F., Legrenzi, P., & Mugny, G**. (1993). From imitation to validation: studies on reasoning. In J. Perez & G. Mugny (Eds.), *Social influences. The theory of conflict elaboration* (pp. 99-120). Neuchâtel: Delachaux et Niestlé.

[12]. **Centra, J.A.** (1979). *Determining faculty effectiveness: Assessing teaching, research, and service for personnel decisions and improvement.* San Francisco: Jossey-Bass.

[13]. **Charlier, B., Nizet, J., & Van Dam, D.** (2005). *Voyage au pays de la formation des adultes.Dynamiques identitaires et trajectoires sociales*. Défi-Formation. Paris: L'Harmattan. /

[14]. **Daele, A**. (2009b, May 7). Organizing a constructive debate with students. *Pédagogie Universitaire - Enseigner et Apprendre en Enseignement Supérieur*. Retrieved from
http://pedagogieuniversitaire.wordpress.com/2009/05/07/organiser-un-debatconstructif-avec-les-etudiant-e-s/

[15]. **Darnon, C., & Butera, F**. (2007). Learning or Succeeding? Conflict Regulation with Mastery or Performance Goals. *Swiss Journal of Psychology*, *66*(3), 145-152. doi:10.1024/1421-0185.66.3.145

[16]. **Darnon, C., Muller, D., Schrager, S. M., Pannuzzo, N., & Butera, F.** (2006). Mastery and performance goals predict epistemic and relational conflict regulation. *Journal of Educational Psychology*, *98*(4), 766-776. doi:10.1037/0022-0663.98.4.766

[17]. **Doise, W., & Mugny, G.** (1981). *The social development of intelligence*. Inter Editions.

[18]. **Doise, W., & Mugny, G**. (1997). *Social psychology and cognitive development*. Paris: Armand Colin.

[19]. **Feldman, K.A.** (1976). Grades and college students' evaluations of their courses and teachers. *Research in Higher Education*, *4*(1), 69-111.

[20]. **Franklin, J., & Theall, M.** (1989). *Who reads ratings: Knowledge, attitude and practice of users of student ratings of instruction*. Paper presented at the Annual meeting of the American Educational Research Association, San Francisco.

[21]. **Johnson, D. W., & Johnson, R. T.** (2009). Energizing Learning: The Instructional Power of Conflict. *Educational Researcher*, *38*(1), 37-51. doi:10.3102/0013189X08330540

[22]. **Knapper, C. & Cranton, P.** (2001). Fresh Approaches to the Evaluation of Teaching. *New Directions for Teaching and Learning*, Winter 2001, Jossey-Bass.

[23]. **Marsh, H.W.** (1987). Students' evaluations of university teaching: Research findings, methodological issues, and directions for future research. *International Journal of Educational Research*, *11*(3), 253-388.

[24]. **Tardif, M. & Mukamurera, J.** (1999). La pédagogie scolaire et les TIC : l'enseignement comme interactions, communication et pouvoirs, *Les technologies de l'information et de la communication et leur avenir en éducation, Volume XXVII, No 2*

[25]. **Ory, J.C.** (2001). Faculty thoughts and concerns about student ratings. In K.G. Lewis (Ed.), Techniques and strategies for interpreting student evaluations [special issue]. *New Directions for Teaching and Learning*, *87*, 3-15.

[26]. **Payette, A., & Champagne, C.** (1997). *Le groupe de codéveloppement professionnel. A practical guide for participants and facilitators.* Québec : PUQ.

[27]. **Lescure, R.** (1993), Dimensions sociales et culturelles de l'évaluation, Évaluation et certifications en langue étrangère : numéro spécial du Français dans le Monde.

[28]. **Sacco, K., & Bucciarelli, M**. (2008). The role of cognitive and socio-cognitive conflict in learning to reason. *Mind & Society*, *7*(1), 1-19. doi:10.1007/s11299-007-0029-3

[29]. **Seldin, P.** (1999). *Changing Practices in Evaluating Reaching. A practical Guide to Improved Faculty Performance for Promotion/tenure Decisions*. Bolton, MA: Anker.

[30]. **Shore, B., Foster, S., Knapper, C., Nadeau, G., Neill, N. & Sim, V** (1991). *Guide de rédaction et d'utilisation du Dossier d'enseignement,* 3ième revised edition, ACPU

[31]. **Ryan, J.J., Anderson, J.A., & Birchler, A.B.** (1980). Student evaluation: The faculty responds. *Research in Higher Education*, *12*(4), 317-333.

[32]. **Venegas, P.** (1996). Socio-cognitive conflicts and argumentation in adult training. In É. Bourgeois (Ed.), *L'adulte en formation. Regards pluriels* (pp. 129-136). Bruxelles: De Boeck Université.

[33]. **Vygotsky, L. S.** (1978). *Mind in society: the development of higher psychological processes*. Cambridge: Harvard University Press.

[34]. **Williams, W.M. & Ceci, S.J.** (1997). How am I doing? Problems with Student Ratings of Instructors and Courses. *Change*, *29*(5), 13-23.

[35]. **Wright, R.E.** (2006). Student Evaluations of Faculty: Concerns Raised in the Literature, and Possible Solutions. *College Student Journal*, *40*(2), 417-422.

Warning:

The opinions expressed in this publication are those of the authors and do not necessarily reflect the views or official policies of the Management Department of the Faculty of Economics, Management and Sociology of the University of Antananarivo, Madagascar.