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Examination of Student Evaluation of Teaching in COVID-19 Era: Transition from Manual to online using Google Forms

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Abstract

When the COVID-19 pandemic broke out in Ghana in March 2020, the studied University introduced an online Learning Management System (LMS) where all the courses previously taught face-to-face were migrated into the online LMS as a mitigation measure. Unfortunately, Student Evaluation of Teaching (SET) remains paper-based in the increasing rate of COVID-19 infection among members within the University. Against this backdrop, the researchers have decided to explore the technology of Google Forms as a cost-free digitized method of Student Evaluation of Teaching as an alternative to the current paper-based feedback method. This paper investigates to find out if there will be statistical significance difference in the feedback questionnaire items' response rates and students' satisfaction scoring patterns, respondents' percentage rate, reliability for both manual and online evaluation feedback methods and the number of comments written by students. A cross-sectional descriptive survey design was used to find out whether mode of students' evaluation of teaching, that is manual and online, will affect the response rate and scoring pattern of students' satisfaction of courses and lecturers. From the Mann–Whitney U test, the median scores in the manual and online tests indicate that the distributions in the two groups did not differ significantly.

Keywords: *Student evaluation of teaching, Google form technology*

Introduction

The studied University since its establishment in 2011 has adopted the widely used tool dubbed Student Evaluations of Teaching (SET) for documenting and improving teaching quality. In its current state, the teaching evaluation is carried out manually, using the traditional paper-based method. The administrative staff mostly distribute and collect the feedback questionnaires by going to the lecture halls physically. They seek permission from the lecturers, distribute questionnaires

and ask students to complement them. The completed questionnaires are then collected for analysis and interpretation for remedial actions.

The use of manual feedback questionnaires posed the following challenges to the University: Because of inadequate data collection and data entry staff, only a cross-section of lecturers are evaluated in each semester. Furthermore, the manual feedback method consumes a lot of stationery, energy, and time. The manual feedback method can also potentially expose staff, lecturers, and students to the risk of contracting COVID-19. In addition, photocopying of large quantities of feedback questionnaires does not only stress the staff but also results in the frequent breakdown of the printers and photocopiers. The current manual feedback method takes about one academic year to produce an evaluation report for management decision-making and closing of feedback loops with faculty and students. The above challenges with the manual feedback method of student evaluation of teaching at the University cumulatively constrained the efforts of the Directorate of Quality Assurance to ensuring quality of teaching and learning.

When the COVID-19 pandemic broke out in Ghana in March 2020, the University introduced an online Learning Management System (LMS) where all the courses previously taught face-to-face were migrated into the online LMS as a mitigation measure against the COVID-19 pandemic. Unfortunately, student evaluation of teaching remains paper-based in the increasing rate of COVID-19 infection among students, faculty, and administrators within the University. It is against this backdrop that the researchers have decided to explore the technology of Google Forms as a cost-free digitized method of student evaluation of teaching as an alternative to the current paper-based feedback method.

As the University is considering moving the SET from manual to online, concerns of faculty may begin to pop up concerning the lower participation rate anticipated with students and the fear that a lower participation rate will skew the results of the evaluations. To address these concerns, there is a need to conduct a study to compare the manual and online feedback questionnaires and compare response rates for both as well as students' satisfaction scores. This will address the concerns of faculty before implementing the new online system of student evaluation of teaching.

The purpose of this paper is to explore Google Forms as a digital technology to address challenges associated with the paper-based method in the Covid-19 pandemic era. This paper, therefore, hypothesized as follows:

Hypothesis 1: There is no statistical significance difference in the feedback questionnaire items' response rates for both manual and online evaluation feedback methods.

Hypothesis 2: There is no statistical significance difference in the students' satisfaction scoring patterns for both manual and online evaluation feedback methods.

Review of Related Literature

Students Evaluation of Teaching (SET)

Students Evaluation of Teaching (SET) has grown in importance and prevalence over the decades. Higher education institutions use several methods to evaluate the quality of teaching. The widely used one is students' feedback. Various studies have been conducted around teaching evaluations by students and the findings indicate a certain degree of reliability in the use of this feedbacks. For this and other reasons, students' ratings should be considered an essential and important component of the academic teaching performance evaluation of lecturers in various courses (Stroebe 2016a; Uttal, White, & Gonzalez, 2017). 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 (Denson, Loveday & Dalton, 2010). 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).

Over time, a large proportion of higher education institutions have begun to use online teaching feedback while reducing the use of manual teaching feedback. 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.

On the contrary, there was a movement of resistance to the use of online feedback. The concerns of using online feedback 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 and concern about the low responsiveness to online feedback (Esmael, 2017). Fike, Doyle and Connelly (2010) however indicated that online response rates can be increased with directed efforts to encourage student participation.

Student evaluation of teaching may have a pronounced impact on the future of a faculty's career. In the one way, it may help improve the faculty's quality of teaching and, in another way; it may serve as an informed and precise decision-making tool for the university administrators and appointment and promotions boards regarding the renewal of appointment and promotion of lecturers.

Student evaluation of teaching may have a pronounced impact on the future of a faculty's career. In one way, it may help improve the faculty's quality of teaching and, in another way; it may serve as an informed and precise decision-making tool for the university administrators and appointment and promotions boards regarding the renewal of appointment and promotion of lecturers. Many studies

have indicated strong evidence regarding the validity and reliability of the teaching evaluation tool (Mahdy, 2020; Johnson, Narayanan, Sawaya, 2013 & Alok, 2011).

A study conducted by Nowell, Gale and Handley (2010) found that there is a difference between online and manual student evaluation of teaching but did not indicate which method is better than the other one. The researchers further recommended that institutions should not use both methods at the same time in evaluating the same faculty. Studies conducted by other researchers such as Salman (2017) reported mixed findings on this issue, some of which indicate statistically significant differences between manual and online feedback, while others such as Morrison (2011), Stowell Addison and Smith (2012) and Venette, Sellnow and McIntyre (2010) did not report significant differences between the two types of evaluation. 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.

One of the most interesting findings in some studies is the high percentage of respondents who answer the open questions in online method as against manual method. Some studies also 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 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 in 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 (Salman, 2017).

Limited studies have conducted in their Ghanaian higher education system to explore this phenomenon to share best practice for improvement of education in Ghana. This study is therefore purposed to fill this gap.

Materials and Methods

Setting

This research study was conducted at the University of Health and Allied Sciences (UHAS), Ho Campus with student population of about seven thousand. The University has seven schools and two institutes and operates from two main campuses, the Ho Campus and the Hohoe Campus. The University provides over thirty academic programmes in health and allied sciences at undergraduate and postgraduate levels to regular and sandwich students.

Participants

This study was conducted on a cohort of level 100 to 400 students from the School of Allied Health Sciences offering Bachelor of Physiotherapy and Rehabilitation

Sciences and Bachelor of Speech, Hearing and Language Sciences. The two programmes were randomly chosen out of six; 66 courses were evaluated manually and 66 were evaluated online for comparison. The number of students ranges from 3 to 35 per course. In total, 192 students participated in the manual paper-based evaluation. To ensure validity of the result, the same students who participated in the manual evaluation participated in the online evaluation too. In all, 28 full-time lecturers were evaluated out of which 18 were males and 10 were females.

Procedure

In-class course evaluations were conducted using student evaluation of teaching questionnaire distributed and completed during class time in the traditional framework for campus-based courses (i.e., during a session near the end of the semester). Peers selected for the on-line evaluation participated in an electronic administration during a two-week window near the end of the semester. The questionnaire was the main data collection instrument utilised which consists of 22 items, with 1 to 5 Likert response options: strongly agree (5) agree (4) moderately agree (3) disagree (2) strongly disagree (1) and one open question. The items were divided into the following two categories: (i) Satisfaction of the course design: Items 1-6 examine students' satisfaction with the course design. (ii) Satisfaction of the lecturer: Items 7-22 examine the students' satisfaction in various aspects related to the lecturer in terms of lecture attendance, delivery, feedback/assignments, and interaction with students. There was one item requesting comments.

The identical evaluation instrument was used for both traditional and online formats within a period of four weeks that is two weeks for each feedback mode. Traditional evaluations were given to students during the last three weeks. The online evaluations were available within 48 hours after completing the paper-based one. All students who had taken at least one semester manual evaluation in the University during the year were provided a link to the electronic survey. 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. 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.

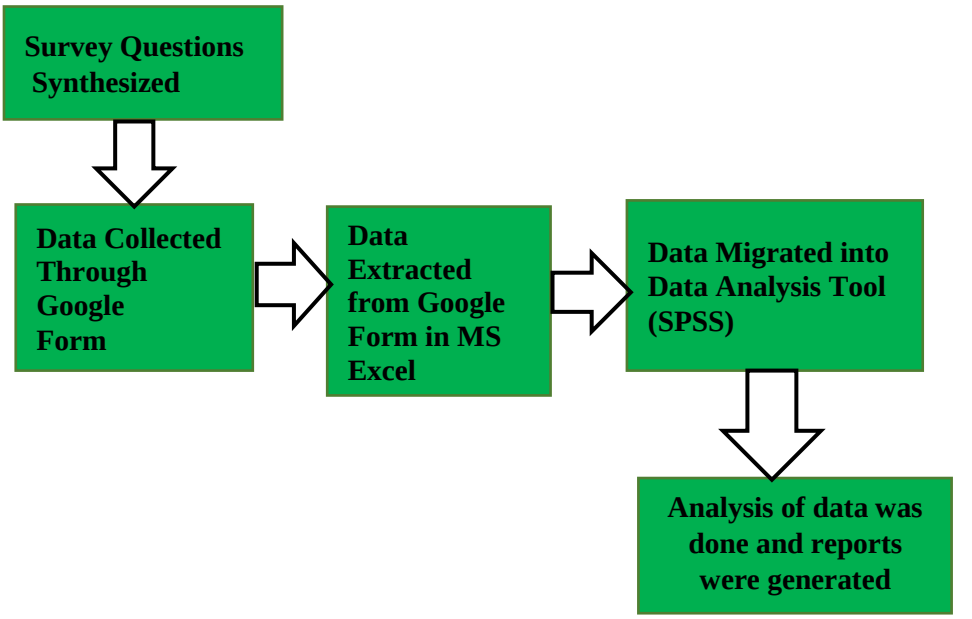
Design and data analysis

A cross-sectional descriptive survey design was used to find out whether mode of students' evaluation of teaching, which is manual and online will affect the response rate and scoring pattern of students' satisfaction of courses and lecturers. This study used a quantitative approach, including the quantification of qualitative written comments data collected through an open question in the questionnaire. In this study, we used the feedback questionnaire, which is usually delivered each semester for teaching evaluation in the University. The questionnaire consists of 22 items, with 1 to 5 Likert response options (strongly agree (5) agree (4) moderately agree (3) disagree (2) strongly disagree (1) and one open question. The items were divided into the following two categories: (i) Satisfaction of the course design: Items 1-6 examine students' satisfaction with the course design. (ii)

Satisfaction of the lecturer: Items 7-22 examine the students' satisfaction in various aspects related to the lecturer in terms of lecture attendance, delivery, feedback/assignments, and interaction with students. There was one item requesting comments.

Prior to the deployment of Google Form links to students**,** sensitization of the students on the need to assess the lecturers and any concerns regarding the exercise were addressed. Google Form links were then deployed via students' Whatsapp platforms through their Course Representatives. Feedback responses were monitored through the Google Form dashboard with the aid of submitted class sizes per course obtained from the Schools and students were constantly encouraged on daily bases to complete the evaluation forms. At the end of the data collection, data were downloaded from Google Form, followed by data cleaning to ensure that data is devoid of errors. The downloaded Excel data was exported to Statistical Package for the Social Sciences (SPSS) for analysis. Figure 1 simplifies the steps involved in using the Google Forms.

Figure 1: *A simplified step for using Google Form technology for student evaluation of teaching*



Source: *Developed by the researchers*

In all courses, students were allowed to fill in both the traditional paper-based manual feedback questionnaire distributed to them physically and the online feedback questionnaire via Google form links sent to their Whatsapp platforms. The time window for filling out the questionnaire was open for the last two weeks of the semester and was blocked before the beginning of the examinations to avoid bias in students' responses due to the difficulty/ease of the exams. Evaluations

were conducted during roughly two weeks in the second semester 2020/2021 academic year.

Data presentation and statistics

The manual data were entered in MS Excel (2010) and transferred to IBM SPSS Statistics for Windows, version 22. Online responses were similarly exported to SPSS. The response datasets were merged, and data cleaning was conducted for quality assurance. Chi-square test was used to determine if items response rates differed between the online and paper-based evaluation methods. For frequency distributions, the items were grouped under the 5 domains of the instrument and presented as divergent bar chart using Peltier Charts for Excel 4.0 (Peltier Technical Services, Inc., Shrewsbury, MA). Cronbach's alpha was used to determine the internal consistency for the instruments' items. For comparison of distribution of scores in the manual and online feedback methods, the Mann-Whitney U test was used.

Results

Questionnaire return rates

Out of 1,446 responses expected from the students, 777 responses were received for the manual feedback questionnaire representing 54% return rate, and 777 responses were received for the online feedback questionnaire representing 54% return rate. This means that the online feedback return rate was the same as the manual one. As noted, the feedback questionnaire also included one open question in which students were allowed to give any other comments. The results show that the number of responses to the open question in the online feedback is 102 representing 13%, representing 6% higher than the number of responses to the open question in the manual feedback 52, representing 7%.

Manual vs online questionnaire items response rates

Hypothesis 1: There is no statistical significance difference in the items' response rates for both manual and online evaluation feedback methods.

Table 1: *Chi-Square test results*

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6741.932[a]	7332	1.000
Likelihood Ratio	1864.139	7332	1.000
Linear-by-Linear Association	.179	1	.672
N of Valid Cases	777		

Source: *Field data, 2022*

Table 1 shows that there is no significant statistical difference in the items' response rate for both manual and online feedback methods. This is because the p-value is higher than the alpha value (0.05). This fails to reject the hypothesis stated

above. Therefore, the items' response rate for manual and online evaluation is the same. These items response rates do not differ significantly because; (Chi-square =6741.93, *df*=1, *p*>.0.05). Therefore, the hypothesis that there is no statistical significance difference in the items' response rates for both manual and online evaluation feedback methods is retained.

Internal consistency of the questionnaire items

The internal reliability of the instrument is measured by Cronbach's alpha and 0.7 is its minimum recommended value. We examined the internal consistency of the questionnaire in general, and it was relatively high for online feedback questionnaires. The reliability of this category for both manual and online was high (Manual: Cronbach's alpha = (0.953) and (Online: Cronbach's alpha = (0.979). Table 2 below presents a summary of the internal consistency of evaluation items by manual and online feedback.

Table 2: *Reliability test results*

Test process	Manual	Online
Cronbach's Alpha	0.953	0.979
No of Items	22	22

Source: *Field data, 2022*

The Cronbach's alpha for both manual and online feedback questionnaire is very high, therefore, the current SET instrument is reliable to use for evaluation of teaching effectiveness.

Comparison of students' satisfaction about the course and lecturer in manual and online feedback methods

The following twenty-two items measures students' satisfaction about the courses and lecturers via manual and online feedback questionnaire on five domains: course, attendance, delivery, feedback/assignments and interaction with students.

Course

The lecturer provided a detailed course outline at the beginning of the course.
The lecturer clearly communicated the objectives of the course.
The lecturer clearly communicated the objectives of each lecture.
The lecturer indicated the learning outcomes of the course at the beginning of the course.
The lecturer stated clearly the procedures by which students will be assessed.
Relevant required and recommended textbooks and other reference lists were provided.

Figure 2: *Comparison of students' satisfaction about the course from manual and online feedbacks.*

Source: *Field data, 2022*

Lecturer

Attendance
Most of the lectures took place as scheduled.
The Lecturer was punctual for most of the lectures.
The lecturer was present for the entire lecture periods.

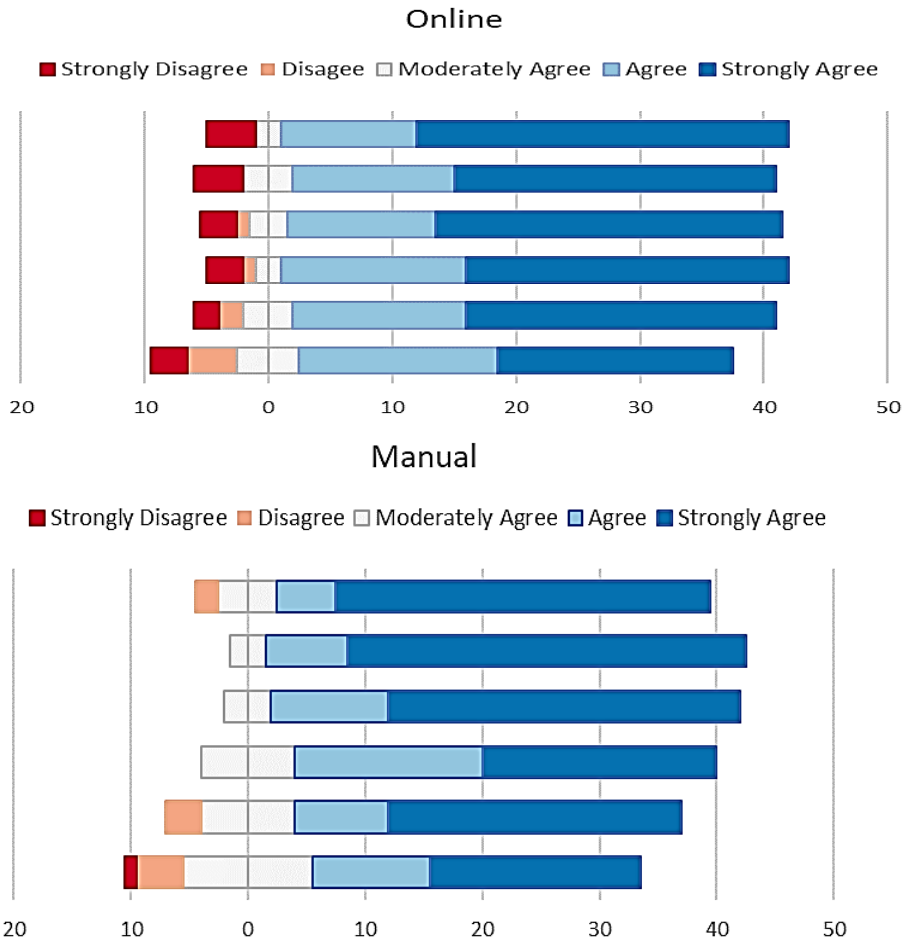


Figure 3: *Comparison of students' satisfaction about the lecturers' attendance from manual and online feedbacks.*

Source: *Field data, 2022*

Delivery

The lecturer was enthusiastic about teaching and aroused my curiosity.
Each lecture was presented in a well-organised and structured manner.
The material presented by the lecturer was always clearly explained.
The course content was thoroughly and adequately covered.
The lecturer provided effective supervision and guidance.
The lecturer encouraged student participation and provided useful response to questions.
Learning outcomes indicated at the beginning of the course were achieved.

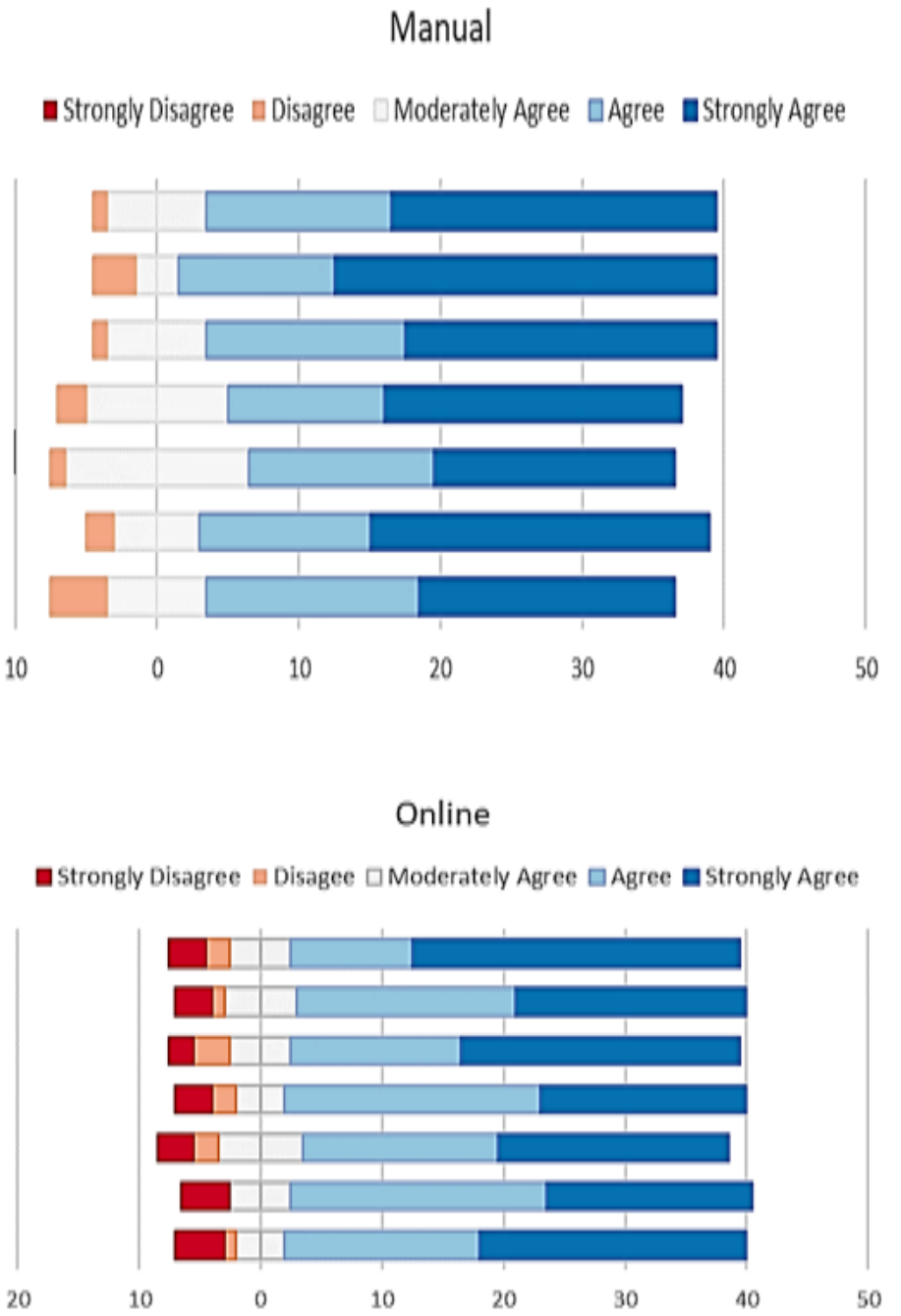


Figure 4: Comparison of students' satisfaction about the lecturers' delivery from manual and online feedbacks.

Source: *Field data, 2022*

Feedback/assignments

The lecturer provided assignments at regular intervals.
Assignments were marked and returned.
Useful feedback and comments on the assignments were provided.

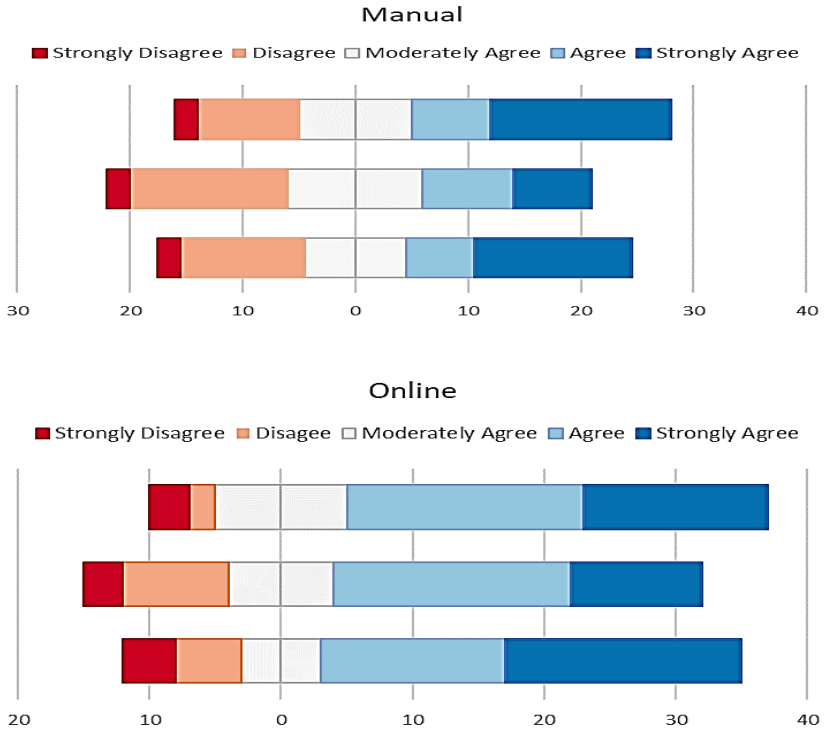


Figure 5: *Comparison of students' satisfaction about the lecturers' feedback/assignments from manual and online feedbacks.*

Source: *Field data, 2022*

Interaction with students

The lecturer was available during stated office hours to be consulted by students.
The lecturer made an effort to help individual students who had difficulties with the course.
The lecturer was fair to, and respected the students.

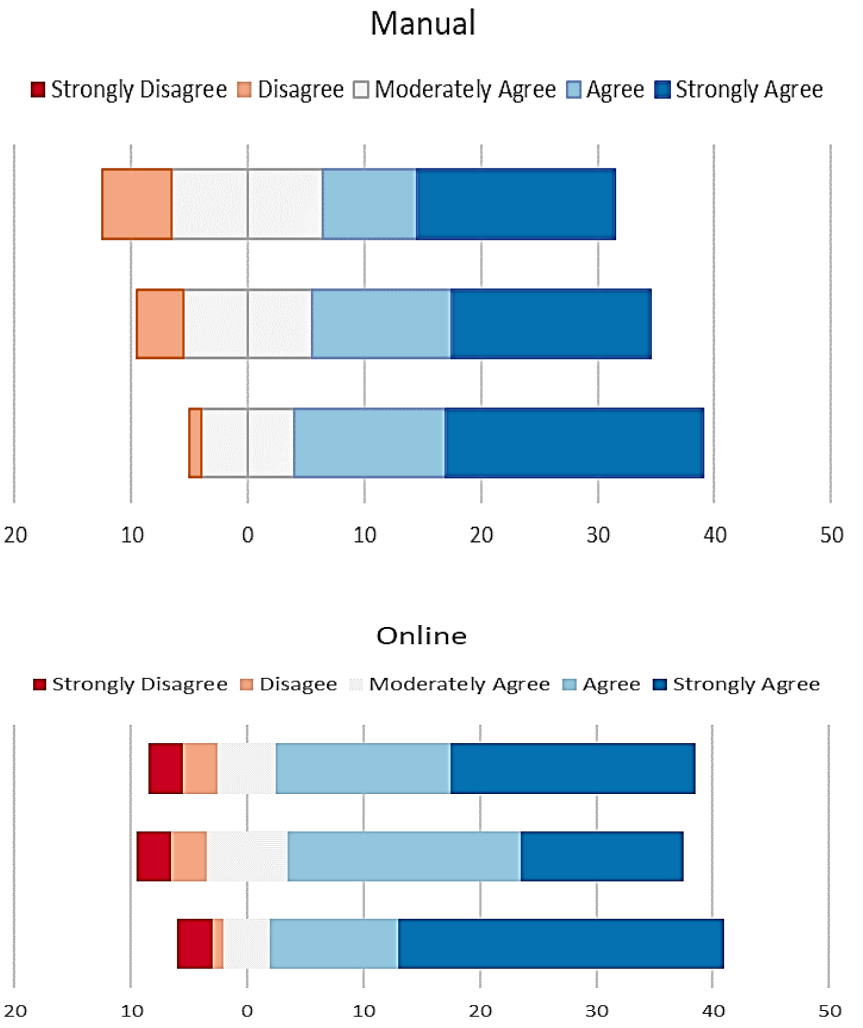


Figure 6: *Comparison of students' satisfaction about the lecturers' interaction with students from manual and online feedbacks.*

Source: *Field data, 2022*

Comparison of distribution of scores in the manual and online feedback methods

All the data failed the normality test and thus difference between the scores of the manual and online tests was determined by the Mann-Whitney U test using IBM SPSS Statistics for Windows, Version 26.0. (IBM Corp. Armonk, NY). Statistical significance was determined at $P \leq 0.05$. Table 3 below presents Mann-Whitney U test results.

Table 3: *Mann–Whitney U test results*

Domains	**Manual**			**Online**			**Mann–Whitney U test**	**Sig. (2-tail)**
	N	Mean (SD)	Median	N	Mean (SD)	Median		
COURSE								
Provides detailed outline beginning of the course	48	4.46(0.97)	5.0	43	4.0(1.19)	4.0	815.0	0.051
Clearly communicates objectives of each lecture	48	4.44(0.87)	5.0	43	4.1(1.05)	4.0	854.5	0.115
Clearly communicates objectives of the course	48	4.44(0.82)	5.0	43	4.0(1.11)	4.0	808.0	0.050
Indicates learning outcomes at beginning of the course	48	4.31(0.95)	5.0	43	4.1(1.07)	5.0	937.5	0.409
Clearly stated the procedures for assessment	48	4.46(0.74)	5.0	43	4.2(1.10)	5.0	955.0	0.490
Relevant textbook and reference list provided	48	3.96(1.24)	4.0	43	3.7(1.39)	4.0	928.0	0.385
ATTENDANCE								
Most lectures took place as scheduled	48	4.58(0.65)	5.0	43	4.2(1.15)	5.0	845.0	0.091
Punctual for most of lectures	48	4.56(0.65)	5.0	43	4.1(1.23)	4.0	835.5	0.078
Present for entire lecture period	48	4.65(0.64)	5.0	43	4.2(1.19)	5.0	849.0	0.083
DELIVERY								
Enthusiastic about teaching and arouses curiosity	48	4.38(0.76)	5.0	43	3.8(1.19)	4.0	785.5	0.036
Presents well organized and structured lecture	48	4.23(1.06)	5.0	43	3.8(1.25)	4.0	825.0	0.077
Lecture material always clearly explained	48	4.15(0.95)	4.0	43	3.9(1.10)	4.0	885.5	0.218

Course content thoroughly and adequately covered	48	4.06(1.04)	4.0	43	3.7(1.24)	4.0	891.5	0.240
Provided effective supervision and guidance	48	4.23(1.02)	5.0	43	3.8(1.29)	4.0	826.5	0.081
Encouraged student participation and responds to questions	48	4.15(0.97)	4.0	43	3.8(1.16)	4.0	870.0	0.174
Learning outcomes indicated at beginning achieved	47	4.40(0.99)	5.0	43	3.9(1.21	4.0	728.0	0.012
Gave assignments at regular intervals	48	3.83(1.23)	4.0	43	3.6(1.45)	4.0	980.0	0.666
FEEDBACK								
Assignments were assessed and returned	48	3.60(1.45)	4.0	43	3.3(1.47)	3.0	893.5	0.256
Provided useful feedbacks and comments on assignments	47	3.66(1.26)	4.0	43	3.3(1.46)	4.0	902.0	0.367
INTERACTION								
Available during stated office hours for consultation	48	4.15(1.20)	5.0	43	3.9(1.19)	4.0	887.0	0.216
Made effort to help individual students difficulties	48	4.02(1.21)	4.0	43	4.0(1.11)	4.0	971.0	0.607
Fair to and respects students	48	4.21(1.15)	5.0	43	4.1(1.14)	5.0	973.0	0.606
DOMAINS								
Course	48	4.34(0.80)	4.8	43	4.0(1.06)	4.5	906.5	0.310
Attendance	48	4.60(0.55)	4.8	43	4.2(1.15)	4.7	868.5	0.166
Delivery	48	4.22(0.79)	4.5	43	3.8(1.11)	4.0	850.5	0.146
Feedback	48	3.70(1.26)	4.0	43	3.4(1.39)	3.3	925.0	0.389
Interaction	48	4.13(1.12)	4.5	43	4.0(1.09)	4.3	938.5	0.443
TOTAL SCORE	48	4.13(1.12)	4.5	43	4.0(1.09)	4.3	938.5	0.443

Source: *Field data, 2022*

Hypothesis 2: There is no statistical significance difference in the students' satisfaction scoring patterns for both manual and online evaluation feedback methods.

Median scores in the manual and online tests indicate that the distributions in the two groups did not differ significantly (Mann–Whitney U test, see Table 3). The hypothesis that there is no statistical significant difference in the students' satisfaction scoring patterns for both manual and online evaluation feedback methods is retained.

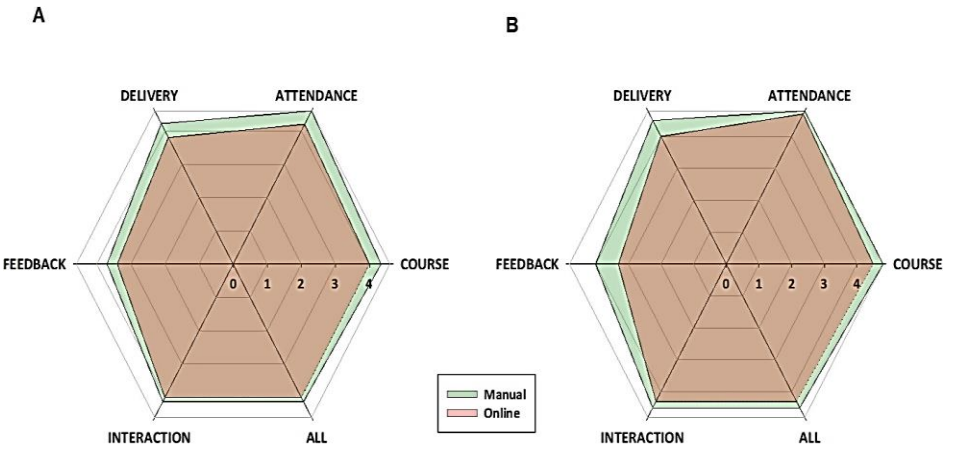


Figure 7: *Radar plots of the means and medians of the domains of the SET instrument*

Source: *Field data, 2022*

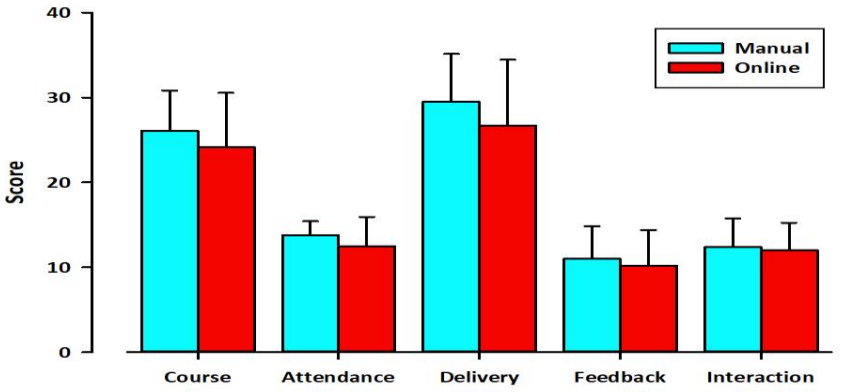


Figure 8: *Scores for the domains of the SET instrument. Bars means + standard deviation*
Source: *Field data*

Discussion

The findings of the study are not consistent with those of Salman (2017) who found higher questionnaire return rates with paper-based and low response rates with the online feedback.

The reason for the higher online and manual questionnaire return rate can be attributed to daily encouragement and reminders to students via their group Whatsapp platforms requesting that they complete online evaluations, and there were notable increases in their responses as and when reminders were sent. The online method is more flexible because it is done on the students' own schedules. It also provides convenience as students can use their smartphones at their convenience. Furthermore, assurance of anonymity by the online method and lack of time limits also made it easy for longer and more constructive responses to open-ended survey questions and students perceive this as an advantage to the online method. This is consistent with prior findings by Fike, Doyle and Connelly (2010) that online questionnaire return rates can be increased with directed efforts to encourage student participation.

This study sought to test two hypotheses. The first hypothesis was "The items response rate for both manual and online evaluation are the same." The finding was that there is no significant difference in the items' response rate for both manual and online feedback methods. This is because the p-value is higher than the alpha value (0.05). Therefore, the item response rate for manual and online evaluation is the same. These items response rates do not differ significantly because; (Chi-square =6741.93, df=1, p>.0.05). This finding is in line with what some researchers found that the mean student evaluation of teaching (SET) rating does not change significantly when they compare SETs administered on paper with those completed online (Morrison, 2011; Stowell Addison, & Smith, 2012; Venette, Sellnow & McIntyre, 2010).

To test the second hypothesis**: "**The students' satisfaction scoring patterns for both manual and online evaluation are the same". All the data failed the normality test and thus difference between the scores of the manual and online tests was determined by the Mann-Whitney U test using IBM SPSS Statistics for Windows, Version 26.0. (IBM Corp. Armonk, NY). Statistical significance was determined at $P \leq 0.05$. Median scores in the manual and online tests indicate that the distributions in the two groups did not differ significantly (Mann–Whitney U test, see Table 3). The hypothesis that there is no statistical significant difference in the students' satisfaction scoring patterns for both manual and online evaluation feedback methods is retained.

These findings are consistent with prior studies by Fike, Doyle and Connelly (2010) and Salman (2017) who compared students' satisfaction scoring for both online and manual feedback methods and found no differences in the students scoring patterns in both methods. In addition, the reliability of feedback questionnaire items for both manual and online was high (Manual: Cronbach's

alpha = (0.9637) and (Online: Cronbach's alpha = (0.9844). The internal consistency of the questionnaire in general, was relatively high for online feedback questionnaires. This finding may help to alleviate some concerns that those who self-select to respond via the online method may have a greater likelihood of being disgruntled or displeased with the lecturer and thus submit low scores.

In line with prior research, this study demonstrated that online respondents tended to produce more lengthy comments than paper-based respondents did. Possible explanations are as follows. First, students may be able to key in comments more rapidly than writing by hand, so this provides an efficiency gain for the students. Second, without time constraints, students may be able to provide more detailed, informative comments. Third, students may be more comfortable with assurances of anonymity without their handwriting being present. Although our study does not reveal why the respondents provided more lengthy comments, the online method in this sense appears to offer an advantage over a paper method when evaluation questions are in an open-entry format. However, future studies will need to determine if longer comments necessarily provide qualitatively different information than shorter ones.

Conclusion and implications for higher education management and quality assurance

From a practice perspective, the findings of this study suggest that utilizing cost-free Google forms technology for online evaluations may be a suitable alternative to paper-based evaluations for higher education institutions still using the traditional paper-based method. Although no significant differences were found between online and manual response rates, the online feedback method can be boosted further with the efforts of the institution by providing a free reliable Internet connectivity for students. Furthermore, online evaluations tend to produce results showing diverse opinions of the students comparable to paper-based evaluations. 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, accessibility, ease, data entry accuracy, non-interruption of the lectures for feedback, and more time for students to answer questions and reduction of personnel. It has also eliminated the influence the presence of faculty and data collection personnel have on students in the process of manual evaluation. Even though there are some data security issues that may be associated with the use of Google forms, but as Covid-19 lingers on, it use proved to be the best alternative to the current paper-based method of student evaluation of teaching effectiveness at the University.

It is very important to indicate that this is a pilot study and it may be difficult to generalize its findings and conclusions.

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