

Knowledge Bias: Is There a Link Between Students' Feedback and the Grades They Expect to Get from the Lecturers They Have Evaluated? A Case Study of Israeli Colleges

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Abstract The article addresses two aspects of the same research question: (A) To what extent do feedback questionnaire scores reflect an objective basis for decision making? (B) Do the same mechanisms used in two different institutions produce the same results? The first section examines the question of whether the feedback is fair, while the second one examines whether it is a valid method. The principal findings show that a gender difference exists in the perception of the link between feedback ratings and expectations of personal grades that the students will receive for the course. The second section compared the way in which the administrations of two neighboring colleges with different policies relate to student feedback, resulting in different outcomes.

Keywords Knowledge bias · Feedback · Likert scale · Students' grades · Decision making

Introduction

Decision-making processes in accelerated knowledge economics have become convoluted and difficult to manage. Feedback processes and external factors play central roles in managerial considerations and decisions at every level of organizations. This problem is also encountered in quintessential knowledge organizations like academic institutions, which also need to make managerial decisions based on data collected from organizational processes. This article shall explicate the direct link between students' ratings of teaching quality and their expectations of the personal grades they will receive in those courses. This article is the sequel to a previous one entitled,

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