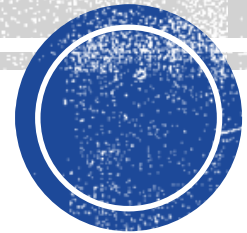


TAKING CONTROL OF THE STUDENT EXPERIENCE

Or Tea Cosy (TCoSE)

Dr Steve Drew

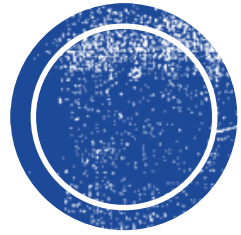
Tasmanian Institute of Learning and Teaching



LEADING CHANGE IN GRIFFITH SCIENCES

- A typical research focused STEM culture – mostly oblivious to L&T performance (or that it was measured) – but typical high-achieving professionals...
- Closed-door classrooms
- *"Where individuals are stimulated to commit themselves to a goal, and where their personal pride and self-esteem are at stake, then the level of motivation is at a peak. For most people the toughest critic and the hardest taskmaster they confront is not their supervisor but themselves"* ([Oakland, 2014, p39](#))
- First step – realisation, education and motivation for staff
- Second step – provide them and lead them to a simple, 'safe' way forward





MOTIVATION

And Challenge

APPRECIATIVE OR DEPRECIATIVE CYCLE

- Do you remember the LTPF (2005 – 2010)?
- Griffith University implemented a similar scheme (LTPA) using the same metrics to reward faculty success in L&T KPIs
 - 4 external metrics (Undergraduate Retention, OSI, GTS, Graduate Success)
 - 1 internal metric (Student Experience)
- Skimmed 7% from CGS fees from each faculty and redistributed it to faculties according to their relative L&T performance
- Used to fund L&T initiatives and interventions and sessional academics → investment in L&T quality
- Result? The rich got richer and the poor got poorer!



USABLE INDICATORS OF CHANGE

- Retention measured yearly but significant reporting lag
- AGS data taken twice yearly but reporting lag is also significant
- Student experience was the only item for which data was collected and reported for each teaching period.
 - quantitative (Likert scale agreement) responses plus qualitative responses where students could elaborate on what worked and what didn't in each unit from their perspectives
- Only indicator for which interventions could be evaluated relatively quickly and percentage agreement with an overall satisfaction statement compared at an institutional and national level
- Only data upon which a responsive 'quality cycle' for L&T quality development could be based



BUT...

- End of semester student evaluations often suffer from poor student participation (response rates) which can render student experience data as statistically skewed or lacking significance.
- However, students are more likely to participate if they feel that their feedback contributes in a meaningful way. In particular, students must be able to see that the feedback they provide is acted upon by the institution (Nair, Adams, Ferraiuolo, & Curtis, 2006; Nulty, 2008; Nulty & Parer, 1992; Coates, 2006; Porter et al., 2004)





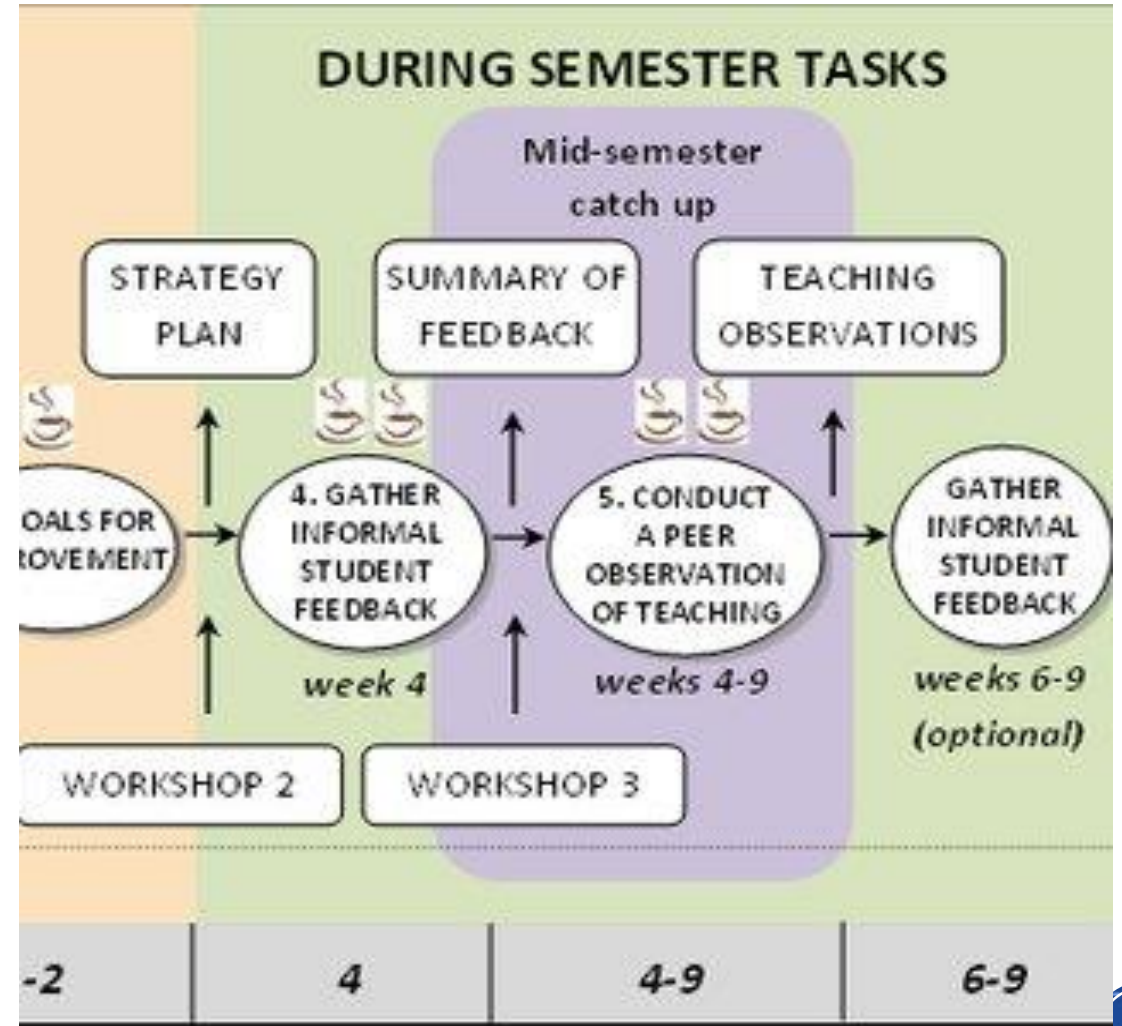
INSPIRATION

And Observation

PEER ASSISTED TEACHING SCHEME (PATS)

TRIALS

- PATS is a goal oriented, caffeine fuelled, data informed, collaborative process that supports scholarly development of teaching effectiveness
- We observed that only those teachers/units that engaged with informal student feedback and reported back to them on subsequent changes showed improved student experience evaluations and participation



FROM PATS TO TCOSE

- Whole of faculty information session / workshop
 - Motivating talk by Dean L&T who related the issues, the consequences and the challenge (defend data, negate pushback, show reality)
 - Deceptively simple process described for academics to follow
 - Final encouragement from Dean L&T for all academics to engage TCoSE
- Follow-up emails to all staff to remind them to execute each of the TCoSE steps at appropriate times of semester
- Extra help for staff with 'troublesome' units – DHoS and Director L&T
 - High enrolment (>100) with consistently low SE scores (<3.5/5.0)
- Unit improvement plans – based on SE and TCoSE feedback





HOW TO

Guided engagement

ACTIVITY 1: PAST STUDENT EXPERIENCE

— WHAT DID YOUR STUDENTS TELL YOU?

- Work with a colleague to analyse all qualitative student statements from Unit Report and find most popular issues affecting student experience of learning.
- Use simple method in Constructive Conversations document to guide you through the steps of issue analysis



ACTIVITY 2: PAST STUDENT EXPERIENCE

— WHAT ARE YOU GOING TO DO ABOUT IT?

- Discuss with a colleague to develop a strategy to address popular issues raised in Activity 1
- Use the Student Experience Issues document to find clues to help with appropriate strategies



ACTIVITY 3: CURRENT STUDENT EXPERIENCE — EVALUATING YOUR INTERVENTIONS (WEEK 4)

- Get feedback from students on their experience of learning so far.
 - Colleague-led focus group or PMI survey or **Start-Stop-Continue** survey
- See how strategy in Activity 2 worked in terms of addressing previous issues.
- What are the current issues?
- With issues in mind, reflect on how your strategy and approach might be fine-tuned for the rest of the current semester.
- Discuss revised strategy and approach with your colleague
 - Faculty provides the coffee to fuel discussion



ACTIVITY 4: CURRENT STUDENT EXPERIENCE — CLOSING THE LOOP (WEEK 6)

- What changes did you make in response to student feedback in Activity 3?
- Report back to students about the changes that you made to aspects of the course based on their feedback in week 4.
 - If there were things that you can't change then explain reasons and planned steps
- (Remember to thank them!)



ACTIVITY 5: CURRENT STUDENT EXPERIENCE — RAISING STUDENT AWARENESS (WEEK 10 ONWARDS)

- Find ways to raise the student awareness of the importance of Unit Report surveys
 - Public data
 - Relates to perceived quality and prestige of degree
 - Helps make positive quality change
- Help them to interpret the questions
 - Meaning: What the questions are really asking about
 - Use Student Experience Issues document to help you

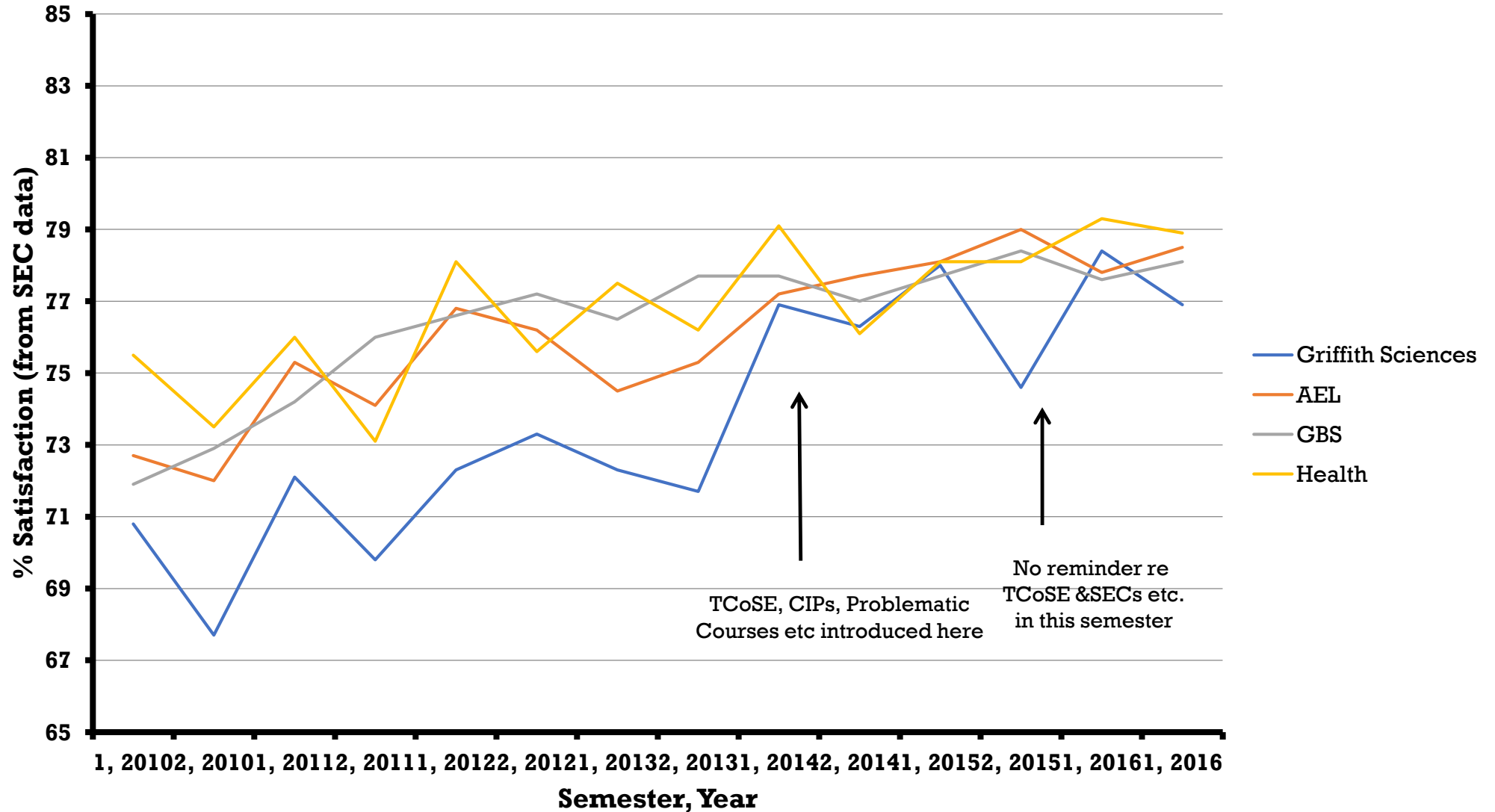




IMPACT!

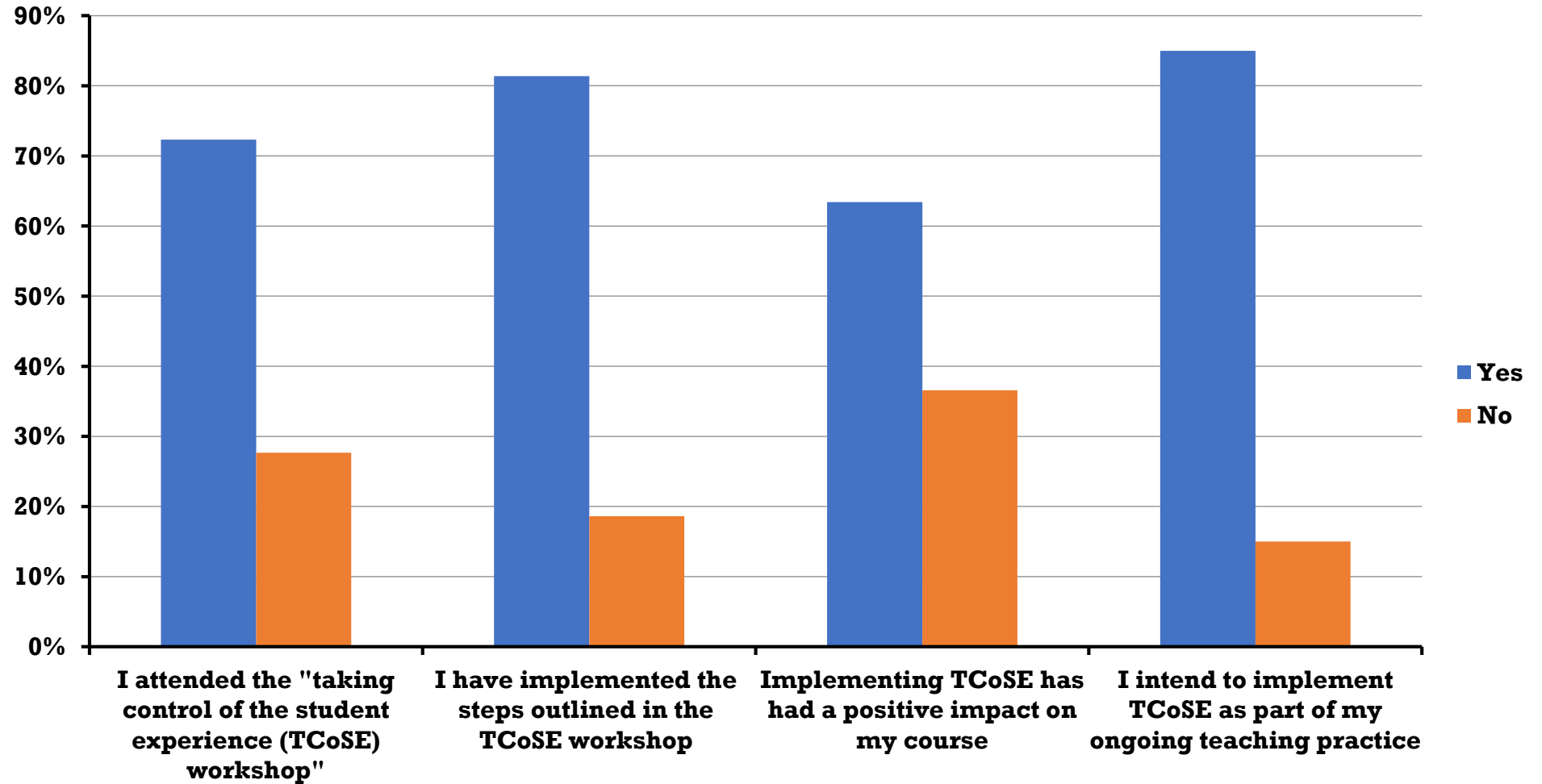
Oh yeah!

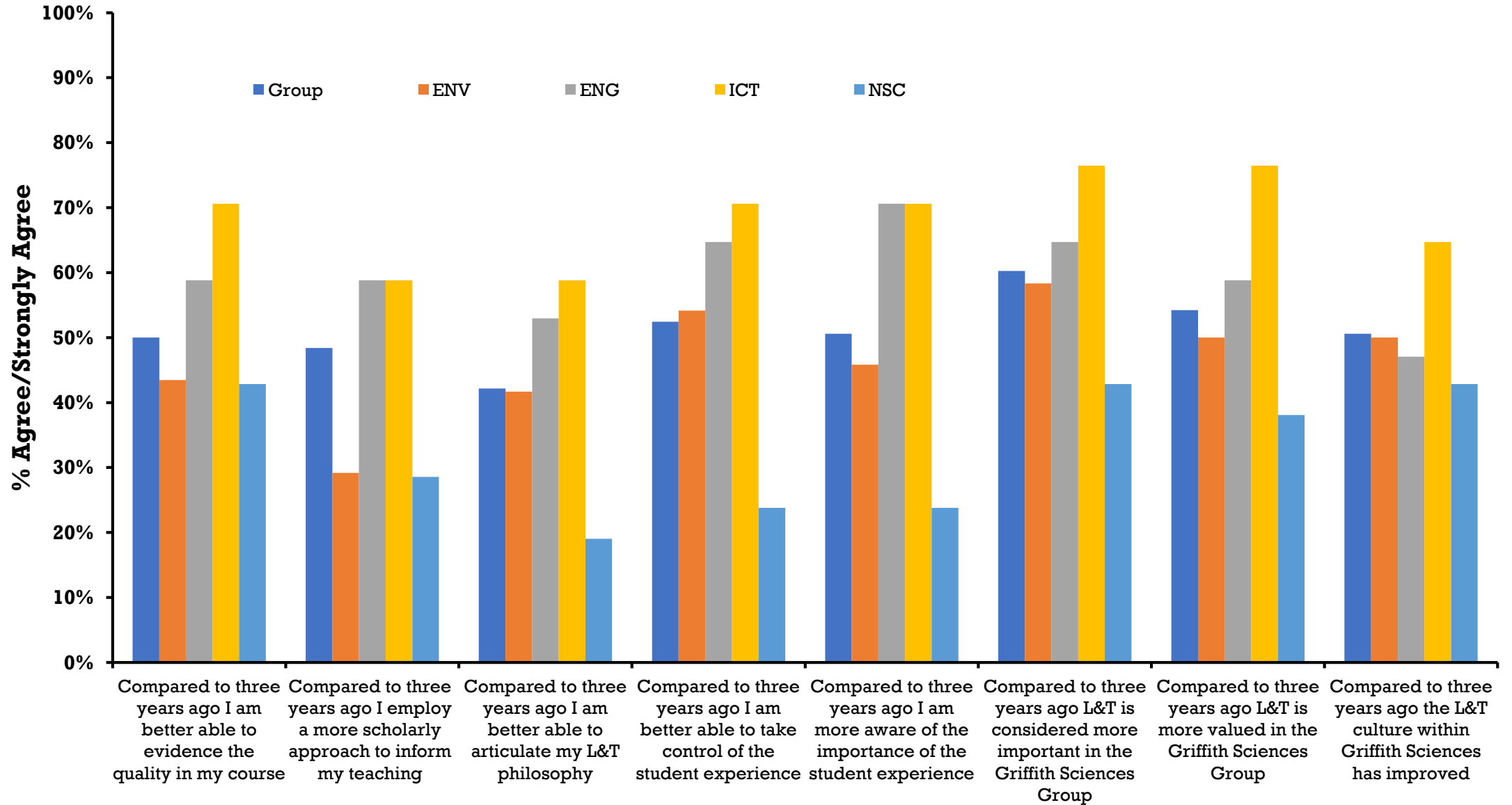
IMPACT ON STUDENTS AND THE FACULTY



IMPACT ON ACADEMICS

TCoSE PD





YES, IT IS STILL GOING

- ICT School – highest ranked nationally for student experience
- Engineering, Natural Sciences, Environmental Sciences above national average for student experience
- Process is embedded from education to support to reporting - I received the Week 4 reminder from the Dean L&T at the beginning of semester...



QUESTIONS?

- If you would like to know more or if I can be of assistance in getting a process going for you then please contact me
- Steve.Drew@utas.edu.au

