Teaching – does it really matter?

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Chief Executive

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Story board: What do students say?

What can we learn from these surveys?

1. The NSS
2. The HEA/HEPI
3. THE QAA/NUS
4. The UK Engagement Survey (HEA)
Seeking the ‘student voice’ is a strength of UK HE:

- Ensures courses are meeting students’ wants/needs
- Provides ideas and innovations for practice
- Engages students (and staff) in enhancement
- Evidences quality assurance and enhancement
- Informs prospective students
- Advises sector-wide priorities

BUT: do we seek the ‘right sort’ of feedback to inform enhancement?
Teaching, learning and satisfaction

% agree

- The teaching on my course: 85%
- Assessment and feedback: 70%
- Academic support: 80%
- Organisation and management: 75%
- Learning resources: 90%
- Personal development: 85%

Source: NSS 2014
Teaching, learning and satisfaction

% agree

87%

50%

55%

60%

65%

70%

75%

80%

85%

90%

95%

100%

The teaching on my course
Assessment and feedback
Academic support
Organisation and management
Learning resources
Personal development

Source: NSS 2014
## Teaching, learning and satisfaction

### Scale vs. Rank

<table>
<thead>
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</tr>
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Impact of learning experience on overall satisfaction, as measured by the NSS
Teaching, learning and satisfaction

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Impact of learning experience on overall satisfaction, as measured by the NSS
The Student Academic Experience Survey 2014
Students’ spending priorities

- Reducing fee levels
- Having more hours of teaching
- Reducing the size of teaching groups
- Better training for lecturers
- Providing better learning facilities (e.g. IT, …)
- Better financial support for hard-up students
- Providing better access to staff outside…
- Supporting students to settle into the…
- Other support services (careers,…)
- Better sport or social facilities
- Better buildings
- Better pay for staff
- Giving academics more time for research
- Better security on campus

Source: HEA/HEPI survey 2014
Students’ spending priorities

- Reducing fee levels: 13.3%
- Having more hours of teaching
- Reducing the size of teaching groups
- Better training for lecturers
- Providing better learning facilities (e.g. IT, …)
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Source: HEA/HEPI survey 2014
Student Experience Research 2012

Part 1: Teaching and Learning

Student experience research to gain insight into the quality of the learning experience
“Is it to do with the influence that we have and the teaching style for example? We do have the student reps and they can give feedback... but it seems to me that it’s almost like they have to have it. It doesn’t seem to make much difference. I think it’s just ticking boxes. I don’t think anything actually changes throughout the year”.

(Male, Guild HE, 3rd Year)

“Feedback to the university is difficult. We are able to make complaints, and are given the opportunity at the end of each year to fill out anonymous assessment forms for the course. However, as far as I am aware, nothing has ever come of these; a complaint I made once was waved off and the staff member I complained about was copied in on the email, and despite a large percentage of negative feedback from the class nothing has changed in any sector”.

(Female, University Alliance Group, 3rd Year)

“There was a guy who came in and gave a lecture, at the end he said “I don’t know why you’re all doing this course!” and said we’d be lucky to get a job in a call centre as a supervisor”.

(Male, Non-aligned, 1st Year)
Student Experience Research 2012

- More guidance outside of lectures, e.g., suggested reading
- Session/time with tutor and tutor group every few weeks
- More hands-on experience to relevant things
- Occasional youtube videos etc
- More relevant guest speakers
- Not 24/7 contact but at least every couple of days
- Specific times for drop-in sessions
- Mainly lectures but at least once or twice weekly
- Follow up with workshop
“The NSSE provides more direct indications of what practices to pay attention to than does the NSS, and its pilot use in quality enhancement should be supported.”

Graham Gibbs in *Implications of ‘Dimensions of Quality’ in a market environment*, p.45
UK Engagement Survey 2014:
The second pilot year

www.heacademy.ac.uk/surveys
UKES 2014 scales

- Higher-order learning
- Collaborative learning
- Course challenge
- Academic integration
- Integrative and reflective learning
- Engagement with research
- Formulating and exploring questions
- Skills development
- Time spent on activities
‘How much has your coursework emphasised evaluating or judging a point of view, decision, or information source?

- European language, literature and related subjects
- Business and administrative studies
- Mathematical and computer sciences
- Subjects allied to medicine

- Very little
- Some
- Quite a bit
- Very much
‘How often have you discussed your academic performance and/or feedback with teaching staff?’

- **Ireland**
  - Never: 40%
  - Sometimes: 40%
  - Often: 15%
  - Very often: 5%

- **UK**
  - Never: 40%
  - Sometimes: 35%
  - Often: 15%
  - Very often: 10%

- **North America**
  - Never: 45%
  - Sometimes: 30%
  - Often: 15%
  - Very often: 10%
Not all differences are surprising

Developing skills in numerical analysis

- Social sciences
- Arts and humanities
- STEM
- Health sciences

0% 20% 40% 60% 80% 100%

- Very little
- Some
- Quite a bit
- Very much

Time spent working for pay off campus

- More than 30 hours
- 26-30 hours
- 21-25 hours
- 16-20 hours
- 11-15 hours
- 6-10 hours
- 1-5 hours
- 0 hours

Full-time
Part-time
Disciplines and higher-order learning

**Course emphasis on applying facts or theories**

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**Course emphasis on evaluating points of view or information sources**

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Gender and ‘soft’ skills

Developing personal values

- Male
  - Very little: 20%
  - Some: 40%
  - Quite a bit: 60%
  - Very much: 80%
- Female
  - Very little: 20%
  - Some: 40%
  - Quite a bit: 60%
  - Very much: 80%

Understanding people of other backgrounds

- Male
  - Very little: 20%
  - Some: 40%
  - Quite a bit: 60%
  - Very much: 80%
- Female
  - Very little: 20%
  - Some: 40%
  - Quite a bit: 60%
  - Very much: 80%
Institution types and engagement with research

**Course emphasis on learning about methods of research**

- **Post-92**
  - Very little
  - Some
  - Quite a bit
  - Very much

- **Pre-92**
  - Very little
  - Some
  - Quite a bit
  - Very much

**Course emphasis on learning about results of research**

- **Post-92**
  - Very little
  - Some
  - Quite a bit
  - Very much

- **Pre-92**
  - Very little
  - Some
  - Quite a bit
  - Very much
Institution size and collaborative learning

Frequency of working with other students

- Very large
- Large
- Medium
- Small

Frequency of preparing for assessments with other students

- Very large
- Large
- Medium
- Small

Legend:
- Never
- Sometimes
- Often
- Very often
Time spent preparing for class

- More than 30 hours
- 26-30 hours
- 21-25 hours
- 16-20 hours
- 11-15 hours
- 6-10 hours
- 1-5 hours
- 0 hours

Full-time Part-time

NSSE UKES ISSE

More than 30 hours
26-30 hours
21-25 hours
16-20 hours
11-15 hours
6-10 hours
1-5 hours
0 hours
‘Making it Count’
NSS enhancement guide published 2012

www.heacademy.ac.uk/nss
And so...what does this all suggest?