Enhancement from the NSS through evidence-based pedagogy

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Workshop Abstract

The NSS introduced to seek a student view of their programme during final year to identify areas for continuous improvement

The HEA mission: to enhance the student learning experience.

Whatever the criticisms there are many points to gain from this student feedback, esp. the qualitative statements (Buckley 2013).

Multivariate analysis of the data indicates a clear correlation between positive feedback and certain core activities that clearly contribute to learning gains (Gibbs 2010, 2012, Dean 2011, 2013).

The challenge is to develop teaching and learning innovations

Workshop activities:

- key points from HEA publications about the NSS;
- participant perceptions about the NSS and sharing local actions used to influence the student experience and outcomes;
- core HE teaching elements known to make a difference to student learning (Gibbs 2010, 2012), supported by multivariate analysis of recent NSS data for business education disciplines (Dean 2011, 2013);
- discuss ‘innovations’ which are based on known elements for learning gains, based on issues and evidence from the NSS;
- discuss sourcing and sharing ideas and areas for future action

Making it count: Reflecting on the National Student Survey in the process of enhancement (Buckley 2013)

http://www.heacademy.ac.uk/resources/detail/nss/Making_it_count

"Education is a process owned by students and staff, not the institution"

The NSS – whether valid or not:

- has led to a new level of student engagement;
- rankings may have driven learning enhancements;
- student experience affected by direct learning experience rather than policies;
- benefits come more from discussion than scores;
- response to student feedback improves scores;
- lack of shared practice about enhancement;
- cannot all be in the 'Top 10', although often are!

Comments about the NSS

"The way the press use (the NSS) for league tables bothers me, we are not comparing like with like as institution mission, etc. is not taken into account." *p.50*

"The use of student and staff focus groups, especially at departmental and course level, allow much deeper exploration of students' experiences of their course." *p.58*

(Buckley 2013)

Dimensions of Quality (Gibbs 2010)

Current: UK has ***ill-informed pronouncements*** about quality, whether from QAA, NSS, KiS, HEFCE, HESA, others;

Needed: robust, valid measures of educational quality, measured as students' '***educational or learning gains***' while at University;

This report sought to identify ***valid indicators of quality*** that can be compared across institutions, such as:

- **Student engagement** = time + commitment spent studying, learning, practicing, getting feedback, improving

Dimensions of quality in a market environment (Gibbs 2012)

"Current measures of quality are leading to rushed, poorly supported change initiatives"

"It helps to collect valid evidence *before* attempting to improve"

http://www.heacademy.ac.uk/resources/detail/evidence_informed_practice/Implications_of_Dimensions_of_quality

Implications of Gibbs 2012

Many institutions embark on ‘quality enhancement initiatives’ to improve KiS/NSS scores/league table positions, but:

- may waste resources and make things worse for students;
- may undermine emergent change processes of ‘gradual innovation’ across departments and engaging all staff;
- not targeting variables known to improve learning gains;
- take focus off teaching and teacher development in

How is it for you?

Institution-wide?

School/Faculty level?

Programme/Module level?

Who owns it?

Where is the power?

What has worked well and why?

Students included direct or as the target?

Complexity of business education

Offshore franchised programme taught by in-country academ

Off shore franchise with year in UK

Offshore with 'flying faculty'

Offshore with 'virtual lectures' and local seminar support

Offshore with university campus

Online learning, both UG and PG

On campus, 3-4 years full-time UG

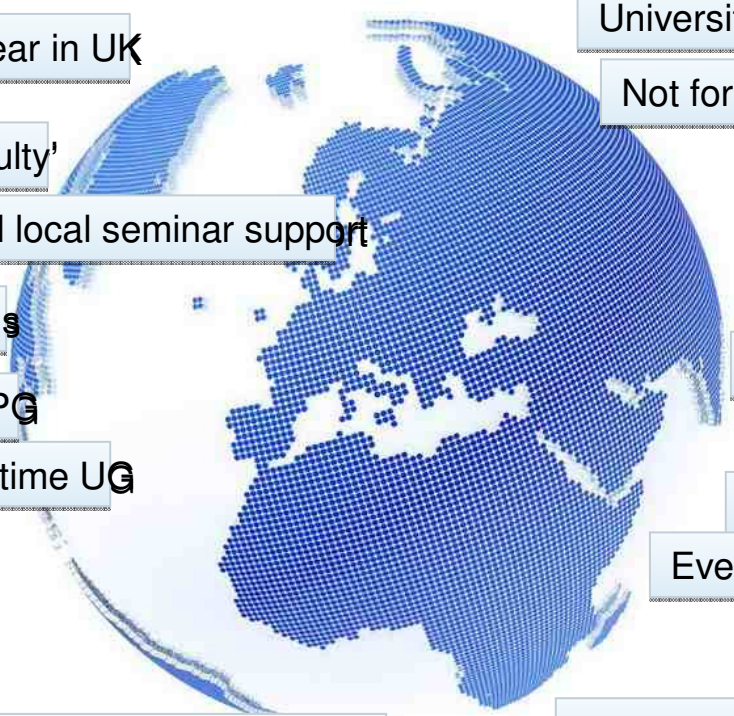
Year in Europe

International students

Wide variation in student entry skills/knowledge

Mix of lecturer experience, practice or academic

Large student numbers



University on other UK campus

University main campus

Not for profit college/University

FE College

Private college/university

Intensive blocks

10-12 weeks semesters

Company programme as employee

Evenings and/or weekends

Lectures plus seminar groups

Accreditations

Professional body requirements

NSS Analysis 2008-2011 – Business Ed.

From analysis by Dr Aftab Dean, publication pending

- Variables related to assessment and feedback are consistently scored low each year in relation to other variables.
- Students in Pre-92 universities score overall satisfaction higher than students at other types of universities.
- Female students consistently scored almost all variables lower than male colleagues so have the lowest overall scores;
- HEIs in the South East and Midlands achieve high satisfaction scores on many NSS themes in relation to other regions.
- Male, part-time and UK ethnic students are the most satisfied with their educational experience

NSS Analysis – Ethnic and International

From analysis by Dr Aftab Dean, publication pending

- UK Chinese and Black students score Assessment and Feedback higher than other UK ethnic students.
- UK Asian and Mixed students rate their university course experience lower than any other UK ethnic group.
- The main NSS variable that influences Overseas student satisfaction relates to Organisation and Management.
- EU students are considerably more dissatisfied than Overseas students with their course experience.

NSS Analysis – Influential Variables

From analysis by Dr Aftab Dean, publication pending

- Correlation: Organisation and Management (Q.15), Teaching (Q.4, 21, 1), Personal Development (Q. 21, 19, 20) and Academic Support (Q. 10, 12).
- Multinomial regression: Organisation and Management, Teaching, Personal Development, Academic Support and finally Assessment and Feedback (in order of importance).
- Decision Tree analysis: Organisation and Management, Teaching, Personal Development, Academic Support and finally Assessment and Feedback (in order of importance).

NSS Analysis – Areas for action

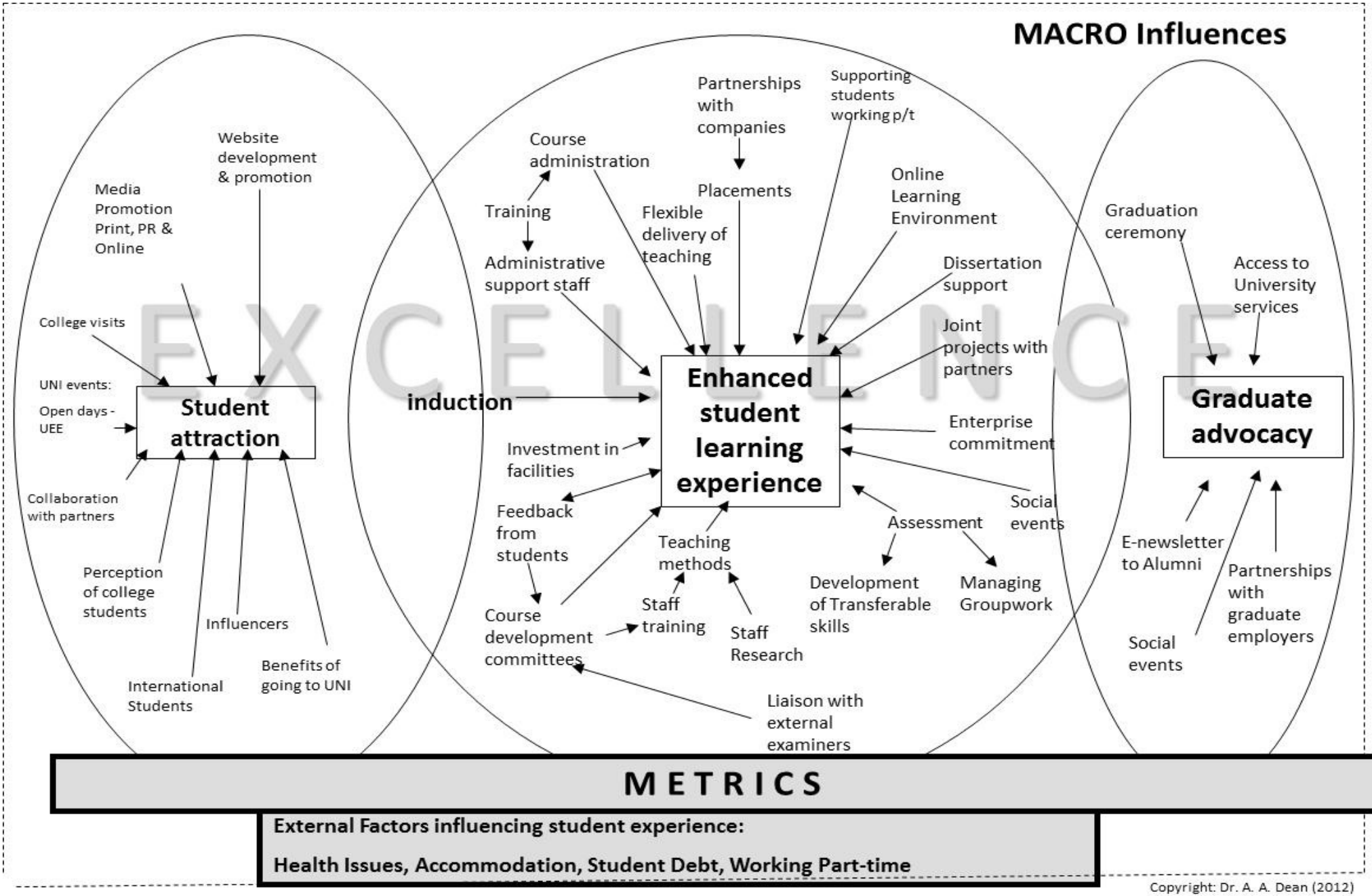
From analysis by Dr Aftab Dean, publication pending

HEI	**Mission Statement; Developing strategic priorities; Investment in systems, resources, staff, enterprise, research; Strategies for staff recruitment; Establishment of quality systems; Marketing of HEI; Estate investment.**
School/ Faculty	Allocation of resources; Timetabling of teaching; Allocation of research allowances; Development of partnerships; Review of academic staff performance; Module evaluations and focus group research; Development of online and offline promotional material; Remuneration incentives.
Course/ Programme	Module composition; Assessment timetabling; Review of student performance (disaggregated); Establish best practices to engage students in teaching & learning; Development of strategies to enhance the student experience; Prioritising resources for next year; Student Recruitment strategies.

Gibbs 2012 "In Summary ...."

"How can we increase student engagement and learning gains?"

- Train and recognise good teachers, especially teaching teams, reward excellent programmes and departments, not just individuals.
- Increase close contact between teachers and students and place regular challenging demands on students;
- More formative assessment opportunities where feedback is prompt and can be used to improve future assignments;
- Give students an active 'partner' role in learning, mentoring, etc;
- Focus more on improving programmes and their coherence, but don't eliminate cross-disciplinarity and curriculum innovation.



METRICS

External Factors influencing student experience:

Health Issues, Accommodation, Student Debt, Working Part-time

Copyright: Dr. A. A. Dean (2012)

Enhancing quality in T&L?

What needs to change? Why? What is the evidence?

What are the drivers?

Are they valid for teaching and learning?

Are 21st century students really that different?

What are businesses likely to be like?

What about 21st century teaching staff and their development?

How can we teach for 2020 and beyond?

Embrace evidence-based change

- Get the basics right and keep them right:
  good organisation, contact time, time on task, challenge, relevant content, relevant assessment, timely feedback/forward;
- Focus on team and programme improvements;
- Stop knee-jerk reactions to league tables and headlines;
- Maintain staff:student ratios when increasing numbers – relationships matter;
- Technology (from chalk to VLE) is a tool, not a method, changes should enhance learning not be a substitute for people;
- Understand what is valued (teaching staff and students) and

More information:

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Enhancing education for sustainable development
in business and management, hospitality, leisure, marketing, tourism

Other books in the 'Enhancing' series are available at:

http://www.heacademy.ac.uk/business/publications/Enhancing_series

Policy and practice, business, hospitality, tourism, marketing ++

Written *by* practitioners *for* practitioners
to enhance the student learning experience

No one setting for business education so no 'one size fits all'
No one definition or application of 'sustainable development' either!

But provides practical ideas, underpinning theories, policy proposals, lessons learnt, to be adjusted for the reader's context.

http://www.heacademy.ac.uk/resources/detail/disciplines/business/ESD_BM_Marketing_HLST

Paul Marshall and Angus Laing

From 'Enhancing ESD, Chapter 1

"The best business schools, like the best businesses, are those which are confident and know the direction they want to travel."

- Creative approaches;
- Challenging assumptions and beliefs;
- Creative and challenging environments;
- Solving live real world problems.

"… methods of teaching and learning which really make a difference to students, faculty and the wider communities and multiple stakeholders"

Many examples of excellent methods

Real world community-based projects;

Problem-based learning;

Live case studies;

Work-related/integrated;

Online assessed international group work via blog;

Practical activities and learning spaces;

Simulations and games;

News and media-related;

Assessed debates;

Consultancy groups;

Web-based learning;

Peer-to-peer assessment;

Placements and volunteering;