Student Engaged Enhancement of the Learning Experience and Environment

The Student Experience Conference
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Achievement of Potential

- Education is for selection
- Students learn content for grades
- Lecturers, by definition, lecture

(steeped in assumptions - but how can potential be achieved given the context?)

For the love of the game:

Actual Performance = Potential – Process Losses(Steiner, 1972)

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Process Losses

Process losses can be either:

- Motivation losses – less than 100% effort
- Co-ordination losses – when timing is inaccurate.

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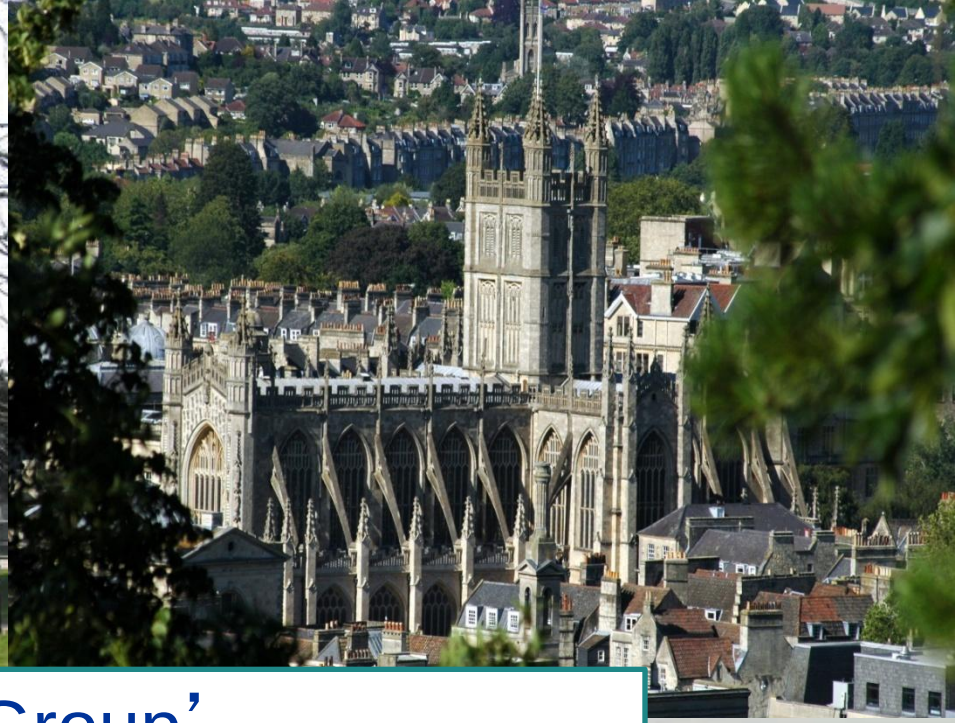

TESTA ‘Cathedrals Group’ Universities

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A specific example of what was found on a programme…

- Staff give masses of written feedback on assignments (15,412 words across 3 years)

- Students didn't think there was a lot of feedback or that it was very useful, and don't make use of it

Why?

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Some reasons…

- Feedback is too late to be useful
- Teachers have varied standards
- Students see feedback as ‘modular’
- Variety confuses students
- Formative tasks are assigned low priority
- Summative assessment drives effort

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I’m not a marker so I can’t really think like them... I don’t have any idea of why it got that mark.

They have different criteria, build up their own criteria. Some of them will mark more interested in how you word things.

You know who are going to give crap marks and who are going to give decent marks.

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Strategies to help students know what good is.

1. Showing students models of good work
2. Peer marking workshops
3. Lots of formative tasks with feedback
4. Plenty of interactive dialogue about standards
5. Self assessment activities

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FASTECH

- Feedback and Assessment for Students with Technology
- Built on TESTA assessment and feedback principles
- Looked to engage programme teams with technology enhanced assessment and feedback
- Wanted students to be part of the development…

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FASTECH

- Students engaged in the developmental/research process as **student fellows**
- Received training on data collection and analysis
- Given room to explore best practice regarding the use of technology within the process of assessment and feedback
- Identified a range of solutions with programme teams to choose from.

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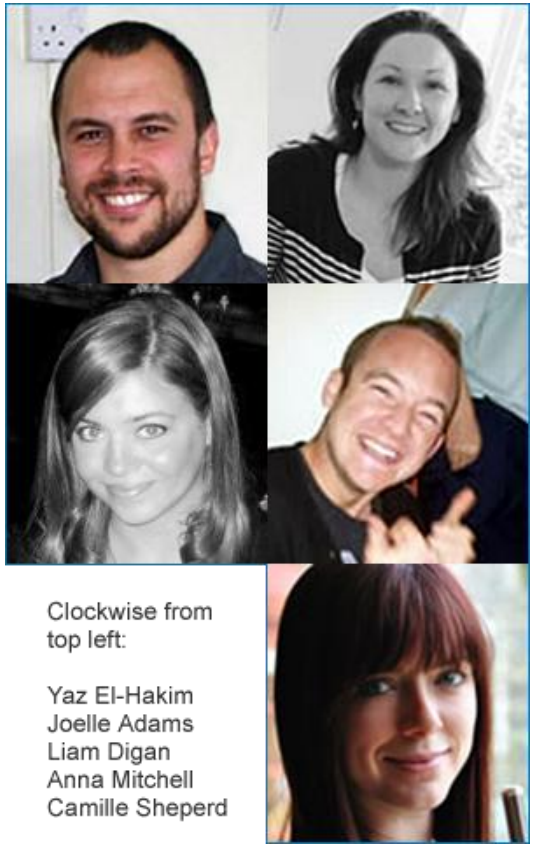
Stories for engaging students and empowering collaboration (and its benefits)…

- Liam Digan LAW and Cat Mitchell MUSIC
- *Jaz Naeem* LAW



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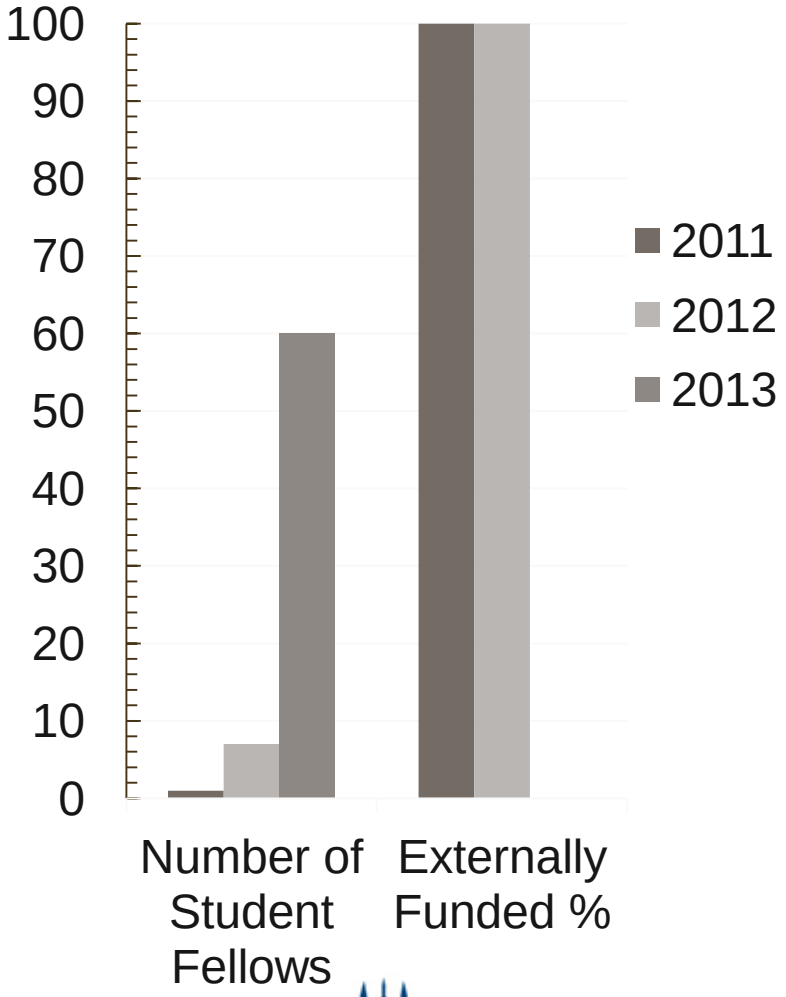
- Proposing solutions and/or developments as members of those teams, which take cognisance of the contexts, literature and evidence for both staff and students



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What is the underpinning theory that can be applied to all student engagement…

- Autonomy
- Competence
- Relatedness
- A sub theory of SDT is Cognitive Evaluation Theory which states that extrinsic rewards undermine the intrinsic motivation of individuals

The Self-Determination Theory (Deci and Ryan, 1985; Ryan and Deci 2000)

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Our goal is critical, independent, autonomous and lifelong learners

- When students are engaged in the dialogue and literature of learning, transformations happen from their choices, inputs and shifts in perspective.

- How much do **our** assumptions of students play a part in how we treat and relate to them across HE contexts?

- For instance, no marks = better learning (Black and Williams, 1998),
  - Staff say students would hate it…
  - Two focus groups of students I have spoken with said, I would be really anxious about what level I would be performing at, but if it would help me achieve my potential then…

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To find out more…

- You can find out more at www.testa.ac.uk, www.fastech.ac.uk or the new Research Centre in Student Engaged Educational Development
- Follow us on twitter
  - @TESTAwin
  - @FASTECH_UK
- Or please pop in, we are very friendly and love working with others…over coffee or over skype!

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