



enhancement
themes

When it comes to data – do we Excel?

University of Stirling Students' Union

3rd International Enhancement in Higher Education Conference 2017

Inspiring excellence - transforming the student experience

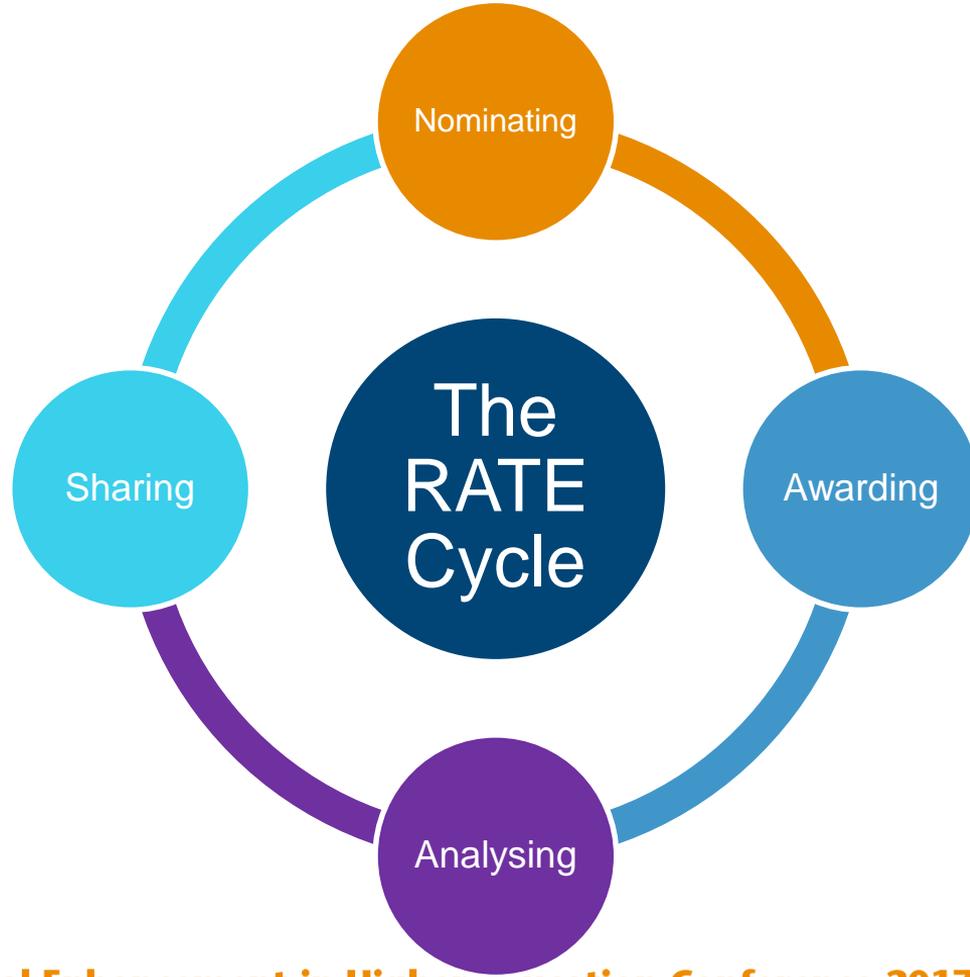
The Demand for Data

- Institutions putting greater pressure on the need for identifying an evidence base for enhancement.
- How do we use our data to enhance learning and teaching development within a mid-sized Scottish HEI?
 - Identify and disseminate best practice across faculties and the wider institution
 - Support policy and process development
 - Enhance support and development, as identified, for staff members
 - Promote innovative learning and teaching strategies
 - Encourage students to take ownership of their learning experience

RATE – more than just an awards ceremony

- RATE (Recognising Achievement in Teaching Excellence), annual student-led teaching awards.
- Awards element only represents one side of the coin
- Equally, if not more important, analysis stage carried out to tease out the qualities students most closely associate with 'teaching excellence.





What our data tells us



Support shown to students a consistent theme across all years



Feedback continues to be linked to excellence



Lectures seen as an important aspect of practice for over 20% of RATErs



33% of RATErs, in 2017, valued the time academics dedicated to their students.

How does this get used?



But is it enough?

- Through this intensive exercise, 5-months in the making, we collect a wealth of rich qualitative data.
- But is producing a report enough?
- We want to move towards providing smart analytical insights to colleagues, rather than data dumping.
- **Key Goal:** Inform the development of learning, teaching and the student experience through effective use of evidence.

FeedbackFriday: Informed Impact

- Launched in 2015/16, to collect raw data from students on their experience of feedback.
- Campaign ran in a public space, anyone could participate.
- Respondents completed a short 'postcard' survey
- Over 400 responses collected in one day.



What impact has this had?

- Data extracted from this exercise used to steer development of a new “Feedback and Feedforward Policy” for the University.
- Outlines the expectations of staff and students in relation to the feedback process.
- Policy launched in 2015/16 and reviewed to stay in tune with developments, such as online feedback.
- Data also used to support Academic Development in delivering “teaching bites” programme to staff.

Feedback & Feedforward Policy

- Institution-wide policy that clarifies:
 - Principles that underpin good practice
 - Standards and responsibilities expected of staff and students
- Supplemented with an easily accessible Student Guide to Feedback, offering greater explanation of the activities that could constitute feedback.
- Developed in Partnership, Implemented in Partnership.

Comparing our Practice

RATE

- Collection of large quantities of high value data.
- Questionable sense of impact – what has it achieved other than recognising/rewarding staff.
- Have we seen any true development come out of it?

FeedbackFriday

- Smaller quantities of data collected, but large considering timeframe and resource invested
- Clear and measurable impact:
 - New policy developed and implemented.
 - Ongoing development of academic pedagogy.

Future Directions

- We invest a lot of resource into these initiatives and whilst we may have a clear sense of their implicit impact, this isn't measured against a clear set of impact indicators.
- Moving forward, we're keen to get smarter about our use of data.
- The wealth of data and information we collect provides a strong evidence base for enhancement – we just have to work out how we show this...



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Questions

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