



Workshop 4 notes: Review of course innovations and adjustments

Introductory guidance

This is part of a series of six workshop templates introduced in a separate guide: [Exploring student engagement with academic staff: user guidance](#). Please refer to that document for general introductory guidance on organising these discussion workshops, including steps to take before and after the event.

About this workshop

This workshop reviews the innovations and adjustments applied to a course during a time of transition and change, such as adjustments for online learning during the COVID-19 health emergency or similar restructures. It aims to help staff learn from students' comments on these adjustments in order to make further enhancement.

Each section is outlined in the paragraphs that follow.

Preparation in advance

This workshop includes the presentation of a summary of the strategies implemented for this course during a time of transition and change, such as during the COVID-19 pandemic or during another substantial redesign of course content, which are intended to have a positive impact on the learning experience of students. These materials could be used within an existing review process, such as the final course committee meeting of the year, involving teaching staff and course reps.

Before the workshop, prepare materials (such as a set of slides or a handout) to summarise the strategies that have been implemented. Any students or course reps involved should undertake some research, or gather feedback they have previously received, to inform discussions.

One helpful model for categorising these strategies is the SLE diagram (Student Learning Experience), which collates the wide-ranging elements of the learning experience of students under seven interconnected headings, and which is covered in workshop 1. The strategies applied to the course (i.e. the adjustments made) may fall into any of the seven areas of the SLE, which are:

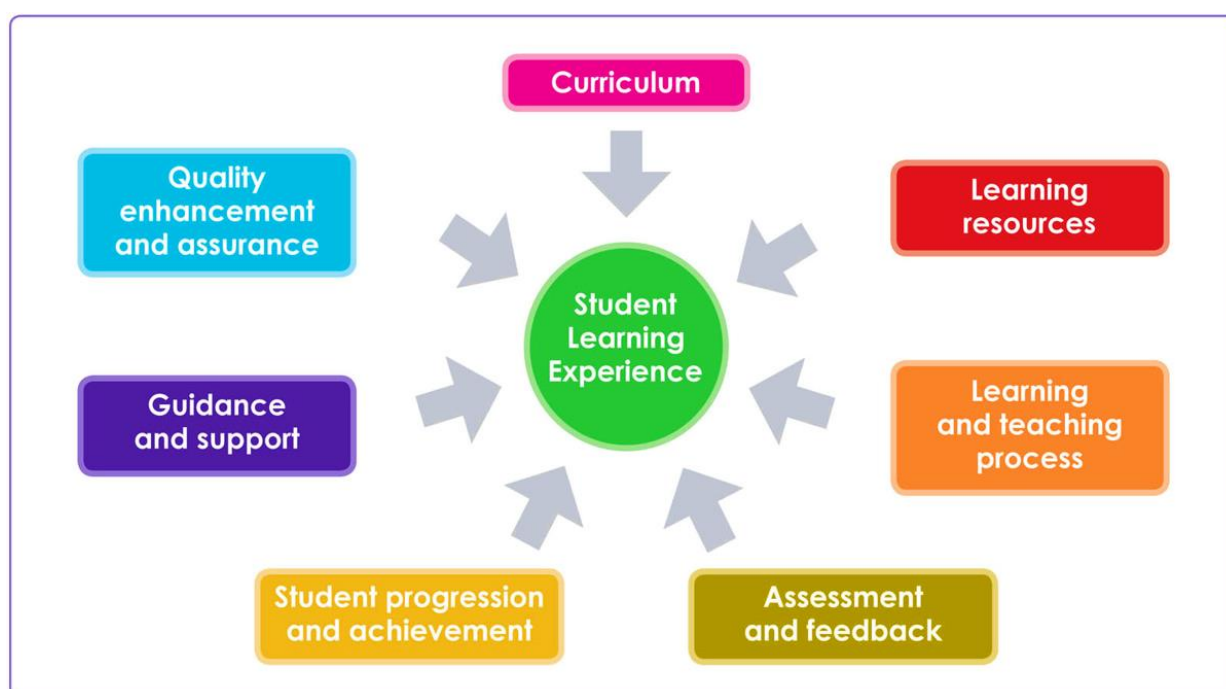


Diagram: The SLE Model (Student Learning Experience).



Before hosting or attending a workshop about the impact of COVID-19 on learning, it is helpful for both students and staff to have a basic understanding of the SLE model.

This short document may help with this familiarisation:
[Suggested questions for course reps COVID-19 edition](#)

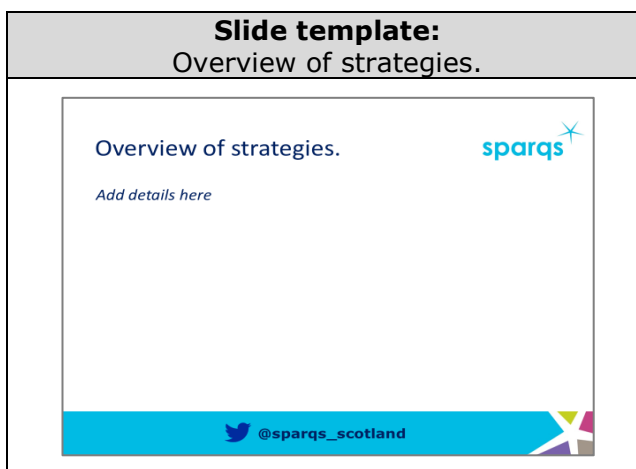
Further reading to aid your preparation

- Alcock, E. and Ball, M. (2020) How to listen to students in the middle of a crisis. *Wonkhe*. Available at <https://wonkhe.com/blogs-sus/how-to-listen-to-students-in-the-middle-of-a-crisis/>
- College Development Network. 2021. *Virtual Bridge Sessions: Using Learner Feedback in Evaluation*. https://www.youtube.com/watch?v=v8pPL_F1hHk
- Enhancement Themes. 2019. *Students using evidence*. <https://www.enhancementthemes.ac.uk/evidence-for-enhancement/student-engagement-and-demographics/students-using-evidence>
- sparqs. 2021. COVID-19 course rep briefing on transitions. <https://www.sparqs.ac.uk/upfiles/Direct%20comms%20to%20course%20reps%20-%20transitions.pdf>
- Trendall, D. and Black, C. 2020. Student engagement during COVID-19. *GuildHE blog*. <https://guildhe.ac.uk/student-engagement-during-covid-19/>

Presentation - Overview of strategies already used

This short presentation should include an overview of enhancement approaches used in the course. It summarises the adjustments made for this course during the time of transition and change under consideration (such as the COVID-19 pandemic). It can be helpful to refer to the aspects of the SLE that correspond to the strategies used, or to use those SLE aspects as headings for your list.

It is recommended that the key information for this section be summarised on some slides and/or a handout. The slides provided can be customised.



Activity A - Student feedback – what went well (WWW)?

This is the first discussion activity of the workshop. Ask participants to describe strategies and adjustments that have had a beneficial impact on some or all students. This activity can take place as a whole group, or in breakout groups, depending on numbers attending. The following structured questions may be helpful.

1. State a strategy or adjustment that has had a beneficial impact for some or all students.
2. Which groups of students has this helped most strongly?
3. In which ways has this strategy been beneficial? What difference does it make?
4. Are there any further adjustments that would make this strategy even more beneficial?



A slide is provided for these structured questions. Questions (and slide) can be customised to suit your needs.

Example slide:
What went well?

Student feedback: What went well?

1. State a strategy or adjustment that has had a beneficial impact for some or all students.	3. In which ways has this strategy been beneficial? What difference does it make?
2. Which groups of students has this helped most strongly?	4. Are there any further adjustments that would make this strategy even more beneficial?

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Activity B - Student feedback – even better if (EBI)?

The second discussion activity is similar to the previous one, but this one is seeking areas to improve. Ask participants to describe strategies and adjustments that have not had the beneficial impact that was intended. In addition, students can mention areas in which an adjustment has not yet been offered but could be beneficial. This activity can take place as a whole group, or in breakout groups, depending on numbers attending. The following structured questions may be helpful.

1. State a strategy or adjustment that has not had the beneficial impact intended. You can also include areas in which an adjustment could be helpful but has not yet been implemented.
2. Which groups of students are affected most strongly? Describe the obstacle(s) that they are facing.
3. Describe an adjustment that could help those students overcome that obstacle.
4. In which ways would this be beneficial? What difference would you expect it to make?

A slide is provided for these structured questions. Questions (and slide) can be customised to suit your needs.

Example slide:
Even better if....

Student feedback: Even better if...

1. State a strategy or adjustment that has not had the beneficial impact intended. You can also include areas in which an adjustment could be helpful but has not yet been implemented.	2. Which groups of students are affected most strongly? Describe the obstacle(s) that they are facing.
3. Describe an adjustment that could help those students overcome that obstacle.	4. In which ways would this be beneficial? What difference would you expect it to make?

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Activity C - Feedback on discussions and recommendations

If participants have been working in breakout groups, give a short time for each group to present a summary of their discussions. Depending on the context you might ask each group to share one of the WWWs and one of the EBIs that they addressed, with brief details for each of the four structured questions in each case.