

Title: **Development Through Data: students' expectations and teachers' perceptions**

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Abstract:

Session Learning Outcomes

By the end of this session, delegates will be able to:

- Reflect on the value and uses of research on student expectations and aspirations as staff development;
- Consider the merits of presenting research data to staff, and using their responses to guide educational research;
- Consider how teaching teams engage with longitudinal research about students attitudes;

Session Outline

Development through Data: Students' Expectations and Teacher's Perceptions

Artwork, the Centre for Excellence in Teaching and Learning in the creative industries at Bath Spa University, aims to innovate arts education and enhance students' employability. At the core of our development work is a major longitudinal research project into 'Learning in the Arts'. This research has three main purposes: it establishes a baseline for Artwork to measure its progress; it enables Artwork to be better informed about creative industries students, their expectations and aspirations and how these change over time; and it enables Artwork to use the student experience to inform educational development across and between departments.

Our approach to staff development involves teachers in interpreting the data about the student experience and asks them to reflect on the students' responses, in order to reflect on their own teaching practice. This session will share this model through exploring 'real data' with participants and will also reflect on the range of attitudes and responses from teaching staff to research findings.

Session Activities and Approximate Timings

10 minutes: presentation, outlining the methods and outcomes of this approach

10 minutes: questions and responses to presentation

15 minutes: discussion within small groups on some key data from students about what they think they should focus on developing most within their course, at entry and exit and from different subject groups. Participants will explore the data and whether they think it is from entry/exit students and which courses they might expect students to have which priorities.

10 minutes: summary of workshop groups findings

References

River, J. ed, 2005, Academic Staff Development: A summary of a synthesis of research on the impact of academic staff development programmes on student outcomes in undergraduate tertiary study, Ministry of Education, New Zealand

Further references relating to using research/student data for staff development purposes will be shared within the session.