

Title: How the quality of our human interactions can contribute to 'learning gain' and the fulfilment of 'co-production' roles for students

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Session Learning Outcomes

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

- To critique ways of obtaining data that is richer than the NSS to contribute to 'learning gain'.
- To analyse ways in which students can become 'co-producers' in the process of measuring 'learning gain' to facilitate broader cross university collaboration in asking students the right questions in the right ways.
- To debate more effective ways than the NSS to obtain student feedback.

Session Outline

The three most important lessons we have learnt from conducting our questionnaire are firstly the importance of collaboration; secondly how 'learning gain' (hefce, 2014) can be improved and thirdly how students can contribute to their individual overall satisfaction of their experience of university. As a team of researcher's we have recognised how our 'cognitive diversities' (Silberman, S. 2015) and differing experiences of the same student respondents in our survey has opened discussion into new areas enabling new solutions to complex problems encountered. This dialogue has allowed us to interrogate what we mean by 'learning gain' for students in the discipline of fine art, particularly focussing on the personal development of individuals. Concerns regarding the changes to the Disabled Students Allowance (Department for Business Innovation and Skills, 2015) were brought into sharp focus which has now created a forum University wide discussion. We also recognise and that success for one could mean something very different for another; and it is only through in depth dialogue that this can be properly understood. The students we interviewed responded well to being asked questions on a one to one basis for an hour and most said that they preferred this sort of interactive feedback much more than the non-interactive online survey. We are beginning to understand the possibilities of students as 'co-producers' of their education and can through active participation in understanding their value perceptions and expectations contribute to a more effective learning environment (T.G. Kotzé, P.J. du Plessis. 2003)

The session aims to share the stories of individual students in our survey to emphasise the importance of good quality human interactions in teaching. We will invite the audience to participate through the use of interactive live polling to encourage discussion of the points raised rather than a conventional Q&A session.

Session Activities and Approximate Timings

10 mins	Overview of the research project including rationale and methods.
5 mins	Case Study – one student's story
10 mins	Key Findings (as above) to lead into live polling session
15 mins	Live polling session focussing questions such as: <ul style="list-style-type: none">• Who are we best to collaborate with?• What would be the most efficient way to roll out this study?• How do we deal with 'can of worms' scenarios that may arise?
10 min	Summary of presentation.

References

Department for Business Innovation and Skills, Consultation on targeting funding for disabled students in Higher Education 2016/17 onwards. Available from: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/481399/bis-15-657-targeting-funding-for-disabled_students-in-higher-education-government-response.pdf (accessed Jan 2017).

Higher Education Funding Council (hefce) Available from: http://www.hefce.ac.uk/media/HEFCE,2014/Content/Pubs/Independentresearch/2015/Learning_gain,in,HE/Learning_gain.pdf (accessed Jan 2017).

Silberman, S. Neurotribes. (2015) Avery, New York.

T.G. Kotzé, P.J. du Plessis, (2003) "Students as "co-producers" of education: a proposed model of student socialisation and participation at tertiary institutions", Quality Assurance in Education, Vol. 11 Iss: 4, pp.186 – 201.