



The Student Education Conference and the Digital Festival (formerly Hands on the Future) have joined forces. Our theme for 2016 is **Evidencing excellence**. Over the course of a day and a half, we will be examining all the ways in which we can support our claim to offer students excellence in student education and give delegates an opportunity to come face to face with the technology that might enable us to evidence that excellence.

SEC5 and the Digital Festival will consider the ways we evaluate the impact of what we do and how we interpret that impact. Are we measuring the right things and asking the right questions – and are the data we get back useful and do we use them properly? Are we talking to the right people? Do the DLHE and NSS answer all our questions about impact? Should we be talking to employers more and have a better dialogue with schools and teachers? Are we even the right people to evaluate these questions?

We would like to hear your experiences of how you evaluate the impact of what you do and the technology you use to do that. Below are just some of the ways in which excellence can be evidence...

#### **Surveying and the value of Surveys**

- Statistical and Qualitative feedback provided by student evaluation questionnaires, and how this is prompted and interpreted. What are the contexts in which students fill out these questionnaires? Do students get 'feedback on their feedback' from tutors?
- Programme Review and NSS data: how schools, faculties and the University process and respond to these surveys. Student participation in the interpretation of this feedback.
- DLHE statistics and strategies of collecting, processing and interpreting this data. What schools / University is doing to refine the accuracy and usefulness of this data (e.g. new Qlickview dashboard)
- Unistats and the KPIs: how does this affect the perception of the Uni / Subject / School

#### **Evaluating the impact of the Leeds Curriculum**

- Evaluating the impact of the Broadening ethos: how will we trace the pattern and experience of student broadening since the introduction of the Discovery Themes and new modules?
- Evaluating the impact of the Digital Strategy: how do we trace the difference digital technologies make on student scholarship, experience and satisfaction?
- Evaluating the Final Year project: What do we need to consider when tracing the impact of the University's move to a universal 'final year project'?
- Core threads: are our students really particularly conscious of employability, ethics and global awareness: how do we know?
- The distinctive graduate: what efforts do we take to measure the 'distinctiveness' of our Leeds graduates, and ensure this isn't just hopeful rhetoric?

#### **Evaluating Teaching Quality and Academic Support**

- The roles of pedagogic research and evidence in setting frameworks for evaluation at Leeds
- Writing about and publishing the results of evaluation in pedagogic literature: examples and experiences from Leeds scholars

- 'Good seminar groups' and 'bad seminar groups': how do we evaluate / make sense of the experience that the same teaching methods often result in diverse teaching experiences?
- How do we know whether 'teaching innovations' actually make students better learners
- Tracing the effect of student diversity / homogeneity on the teaching and learning experience
- Measuring Induction: how do different parts of the University evaluate the success of their Induction and Transition provision?

### **Measuring External and Long-Term impact of Student Education**

- Measuring the impact of work placement years and study abroad experiences: on academic and professional development
- Long term impact: How do we trace the opinions and reflections of Alumni on their Leeds Student Education? Do we use this resource when we enter into curriculum design and reform?
- Student Community Impact: How are we measuring the effect our students have on the culture, diversity and development of the city of Leeds (placements, external facing modules, volunteering, etc)
- How do we know our students act as 'good ambassadors' in the community
- Graduate influence: how do we measure the ways our graduates affect society, to give us claims we can make about our distinctive student education

### **Measuring 'Cultural Change' and states of student well-being**

- What techniques do we employ to measure 'softer' processes of cultural change in our student cohort
- What is the role of anecdotal evidence in measuring the success of what we do
- What is the power of story / gossip / speculation as a process of evaluation
- How do we measure changes in the strength, cohesion and happiness of the student community
- How do we measure the state of 'relationships' between staff and students at a seminar / school / University level
- How do we measure the 'health' of our student cohort, interpreted in diverse ways?
- How do we know that the student support we provide is actually supportive?

### **Who should best Evaluate?**

- Employers as Evaluators of the Curriculum (e.g. Industrial Advisory Boards)
- LUU as Evaluators of the student experience
- Peer - to - Peer Evaluation in teaching
- Top - down versus horizontal evaluation
- Peer observation of teaching: what is the best practice?

### **Important: When does Evaluation stop being useful?**

- How have we mis-used the data we accumulate from evaluation?
- When does evaluation and surveying stifle rather than improve practice?
- Has the University reached a stage of over-evaluation?
- When does evaluation become repressive / a form of surveillance?
- What is the relationship between evaluation and trust?
- Should we resist repeated / continuous evaluation?
- **Meta-evaluation:** who are the most influential / professional evaluators at this Uni, and how are they trained, rewarded, evaluated?