

Student as Producer: Research-engaged Teaching and Learning: An Institutional Strategy – Evaluation Framework

<p>Current situation <i>What is the current situation (at start of project)? Describe it and list the drivers for change.</i></p>	<p>Enabling Factors / Resources <i>What is needed to do the activities leading to the desired outcomes for the project?</i></p>	<p>Processes / Activities <i>What activities are required to achieve the desired outcomes for the project?</i></p>	<p>Desired Outcomes <i>What will the outcomes of the project be for stakeholders?</i></p>	<p>Longer-term impact <i>What long-term changes will your project achieve?</i></p>
<p>Crisis in HE Funding / Political</p> <p>Lincoln Situation</p> <ul style="list-style-type: none"> at a nice point, established, growing, improving, point to set direction of travel partnership – staff and students. Students producing the university not just their own education research - based decision-making students level of awareness...(20-30) on and off-campus high awareness among staff create high aspiration, not lowest common denominator assessment link a different type of student, more politically aware, more academic societies lack of variety research vs non-research what happens at A-level – too low a level 1st year should be ramped up – experiment a little rather than repeat A-level High level of buy-in from SMT Service department engagement External – partner universities + evaluation team <ul style="list-style-type: none"> Need to find a way of using them productively Strong launch / website 	<p>People</p> <ul style="list-style-type: none"> project co-ordination and leadership active project team, including students engagement from wider UL community (faculties, registry, administrative support external evaluation support <p>Logistical resources</p> <ul style="list-style-type: none"> time funding website support <p>Institutional Resource</p> <ul style="list-style-type: none"> commitment from senior management at UL faculty engagement <p>External Resource</p> <ul style="list-style-type: none"> support from: external steering group external evaluators HEA wider HE community 	<p>Engagement with staff</p> <ul style="list-style-type: none"> attending dept meetings staff awareness through workshops online support materials support for curriculum development <p>Engagement with students</p> <ul style="list-style-type: none"> develop student ambassadors <p>Documentation</p> <ul style="list-style-type: none"> review programme development manual amend all QA guidelines develop 'user guide' <p>Research</p> <ul style="list-style-type: none"> literature review collection of baseline information – current activity at UL identification of best practice from UL and elsewhere research the student experience research the staff experience <p>Funded Projects</p> <ul style="list-style-type: none"> Fund for Education Development (FED = staff – facing curriculum development projects) UG Research Opportunities Scheme (UROS) <p>Publicity and Dissemination</p> <ul style="list-style-type: none"> Festival of Teaching and Learning Launch Events Develop website External presentations Publications Students presenting and publishing (e.g. BCUR) <p>Evaluation</p> <ul style="list-style-type: none"> develop evaluation framework 	<p>Internal Outcomes</p> <ul style="list-style-type: none"> Validation documentation and processes are embedded and effective Genuine research opportunities for students Tangible student research outputs (Neo / BCUR / other conferences) Evidence of enjoyable research Student as Producer recognised as organising principle = culture change Developing culture of open education <ul style="list-style-type: none"> use of OER student participation in curriculum development Enhanced digital literacies: <ul style="list-style-type: none"> innovation with technology use of social networking Evaluation outcomes Evidence of changed relationship between students/staff <ul style="list-style-type: none"> student engagement The 'story' of institutional change recorded (from a range of internal stakeholders) Sustainability plans in place / alternative funding Impact of the project on other institutional objectives e.g. employability / NSS / ... <p>External Outcomes</p> <ul style="list-style-type: none"> Evidence of recognition of UL as exemplar / model for the sector Distinctiveness – marketing / branding 'Student as Producer' as a recognised ideal more widely Model of institutional change Impact beyond HE – i.e. wider society, community, employers 	<p>What will we see?</p> <ul style="list-style-type: none"> Change in roles <ul style="list-style-type: none"> Students as teachers as well as learners Students as partners in all aspects of university life More fluidity and engagement between years and levels: UG → PhD 'Inside-out campus' hub rather than fortress Small groups of students learning all over the campus (spatiality) Physical space less divided Actual and virtual learning communities (seamless) Diverse products – tangible / intangible Students choosing Lincoln because of reputation for research-engaged teaching <p>What will we hear?</p> <ul style="list-style-type: none"> Students – excited, stretched, engaged Staff – passionate, collaborative Community (UL part of) – open, welcoming, welcomed Sector – unique, quality provision, transformative Peers – curious, share, join Regulators – praise, best practice, endorsement, innovatory <p>How will it feel?</p> <ul style="list-style-type: none"> Connected Integrated learning community (for all) Exciting Shared sense of purpose & achievement Changed / different Empowered <p>Unexpected Outcomes</p>

Sources of evidence:

Interviews with key members of staff and students, with follow-up interviews to measure change (CERD, OQS, SU, Faculty reps, student reps, other staff and students, external examiners). Interviews with external advisors.

Evaluations of funded projects (FED/UROS) and student as producer events (Festival of teaching & Learning)

Documentary evidence (External examiners reports, validation documents, minutes of committees)

Student satisfaction data through NSS (quant & qual comments), and internal module evaluation

External impact through publications, presentations, formal and informal contacts. External visitors to Lincoln. Invitations to speak externally.