

## **Student as Producer: Departmental Self-Assessments**

### **Overview**

This self-assessment exercise was designed to provide a baseline evaluation of current activity across the university in relation to the principles of Student as Producer. It was also intended as a developmental tool, to promote debate within subject teams.

By June 14<sup>th</sup>, 28 completed forms had been received (approx 90% response), covering all schools and departments and almost all major programmes. While there is some variation in the style, breadth and depth of the reports, and the interpretation of the scoring system, overall they provide an extremely rich picture of current activity, as well as planned developments and perceived constraints.

This document provides an initial summary of responses and key themes. More systematic analysis will be conducted over the next weeks using NVivo to draw out relevant examples and key issues.

It is recommended that these self-assessments should form the basis for an ongoing dialogue between subject teams, CERD and others, at both school and faculty/college level. The data also provides valuable evidence for the research and evaluation activity in connection with the Student as Producer project.

### **Scoring**

Schools and Departments were asked to rate themselves against each of the 8 key features of Student as Producer, from 0 (no evidence) to 4 (optimal inclusion of feature). See the User Guide at <http://studentasproducer.lincoln.ac.uk/files/2010/11/user-guide.pdf> for a full description of these key features

The intention was to promote internal discussion with subject teams. It is clear that some teams have been more self-critical in their scoring. As a result, it is not helpful to use scores for objective comparison of departments, but rather to consider the range and mean of scores for each feature across the institution as an indication of current activity

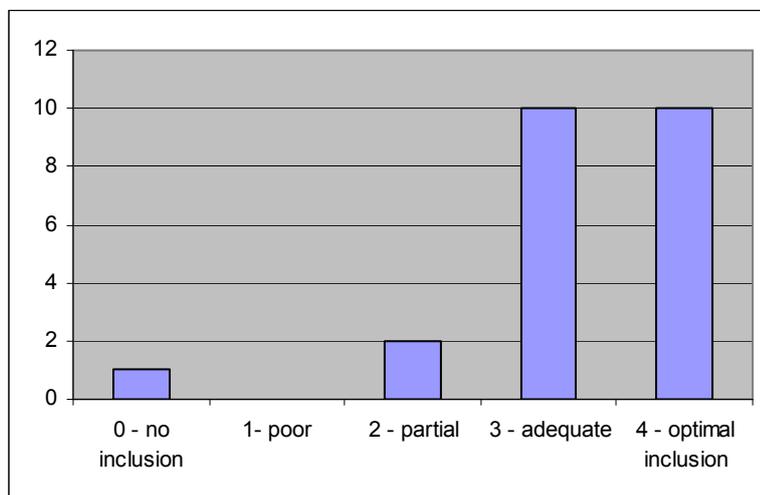
## Summary of sections

### Section 1 – Discovery: Student as producer

#### Prompts

- Students are familiar with the research work of the department
- Students have the opportunity to contribute to the department's research work
- Students at all levels work on collaborative projects where learning is driven by inquiry
- All students complete a substantial piece of independent research
- Students are introduced to a range of appropriate research methods and skills, including ethics
- The development of research skills is explicit in programme learning outcomes
- Students are encouraged to make explicit how the research skills developed contribute to their personal development and employability
- Students have the opportunity to present and/or publish their own research work in a public forum

Mean score = 3.2



Almost all subjects rated themselves highly on this feature and provided numerous examples, and the mean score is second only to section 8. As discovery-mode learning is at the heart of the principles of research-engaged teaching and learning, this is to be expected.

Many reports rely heavily on level 3 study, and focus on the dissertation/independent study, yet there are several examples of research projects, and development of research methodology, included at levels 1 and 2 as well. Other examples of good practice included:

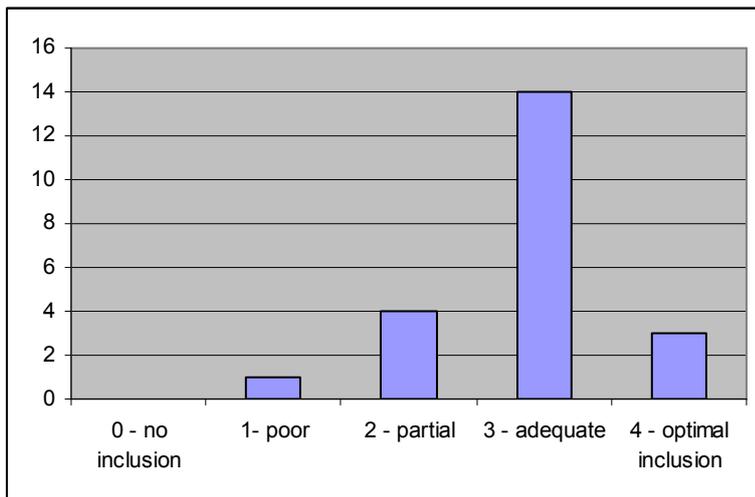
- involvement of UG students in research projects (through UROS or similar)
- student-led conferences
- a regular brochure for students highlighting current staff research
- public performances of student work
- use of websites to showcase student work

## Section 2 – Technology in Teaching: Digital Scholarship

### Prompts

- Technology is used to promote collaboration amongst and between staff and students
- Learning objects and resources are embedded in digital delivery
- The technological environment is designed to be accessible to students with diverse needs

**Mean score = 2.9**



All subjects refer to routine use of technology, but often this is restricted to delivery of materials rather than promoting active collaboration. Nevertheless there are a number of innovative examples, particularly around the use of wikis, blogs and discussion forums to promote collaborative learning. Several subjects referred to developing use of social media, such as Facebook, to engage students.

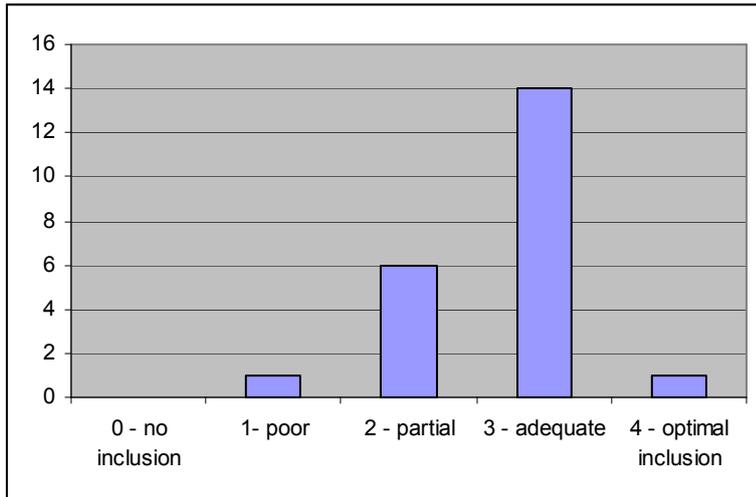
Several subjects reported developing and/or experimental use of electronic submission and/or feedback.

## Section 3 – Space and Spatiality: Learning Landscapes in HE

### Prompts

- Use of formal and informal spaces
- Use of the Library and other spaces to deliver enhanced teaching experiences
- Space is used to facilitate participation and collaboration
- Teaching is accessible to students with diverse needs

**Mean Score = 2.7**



This area scores comparatively lowly. While there are many examples of creative use of formal and informal spaces for collaboration and display of work, several subjects report difficulties accessing appropriate space to support collaborative work or conference-type activities. This is particularly the case in areas which do not have dedicated spaces and facilities.

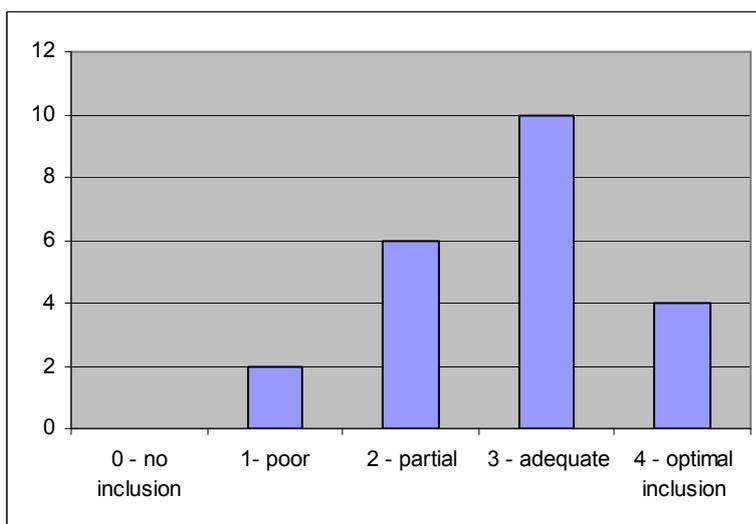
Studio-based subjects in particular report good practice in this area.

#### Section 4 – Assessment and Feedback: Active Learning in Communities of Practice

##### Prompts

- Assessments reflect the discovery mode of teaching and learning
- Students are involved in the process of designing assessments and marking criteria
- Students are involved in marking and feedback through peer, group and self-assessment

**Mean Score = 2.7**



There are several examples of good practice in terms of assessments which reflect discovery-mode learning, such as assessed debates and conferences. Many subjects describe some use of peer assessment, although there are also reports of difficulties with this. There are also several

examples of students being involved in the development of assessment criteria, and occasionally in the design and review of assessment tasks.

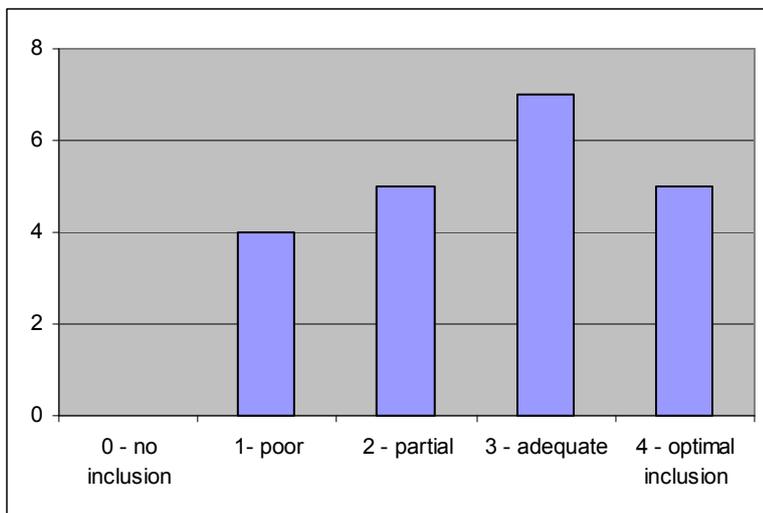
In addition to peer assessment, there were 2 cases of feedback being sought through public review, with students work being posted in public on youtube, wikis or discussion forums.

## Section 5 – Research and Evaluation: Scholarship of Teaching and Learning

### Prompts

- Tutors research their own teaching and learning practices using sound research methods and methodologies
- Students and staff contribute to pedagogical research into their teaching and learning experiences

**Mean Score = 2.6**



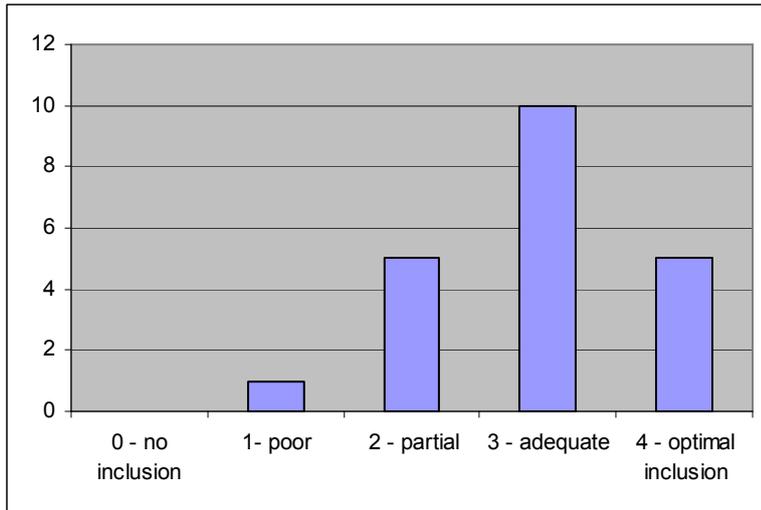
This section scored generally lowly, with much of the evidence being patchy or anecdotal. Much of the good practice that is reported is connected with projects supported through the Fund for Educational Development (FED) where students are actively engaged as co-researchers in curriculum development projects.

## Section 6 – Student Voice: Diversity, Difference and Dissensus

### Prompts

- Students are actively engaged in the design and delivery of their programmes
- Students contribute to programme review
- Students support the learning of other students

**Mean Score = 2.9**



There were many accounts of students supporting the learning of other students, either formally or informally. A range of peer-support, mentoring and buddying schemes are described as either existing or planned, including some more creative examples across year groups and disciplines.

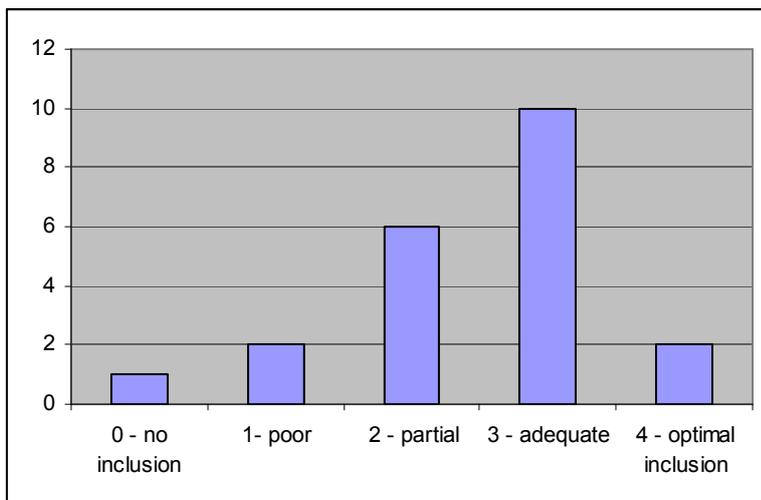
Evidence of student engagement in programme design is patchy. Some areas report difficulty in involving students in this area, while others are planning to introduce more systematic student involvement in programme (re)validation and review.

### Section 7 - Support for research-based teaching and learning through expert engagement with information sources

#### Prompts

- Programmes engage with the Library to integrate information resources and information handling skills
- Academic Subject Librarians work alongside academics and students to develop research and information skills

#### Mean Score 2.5



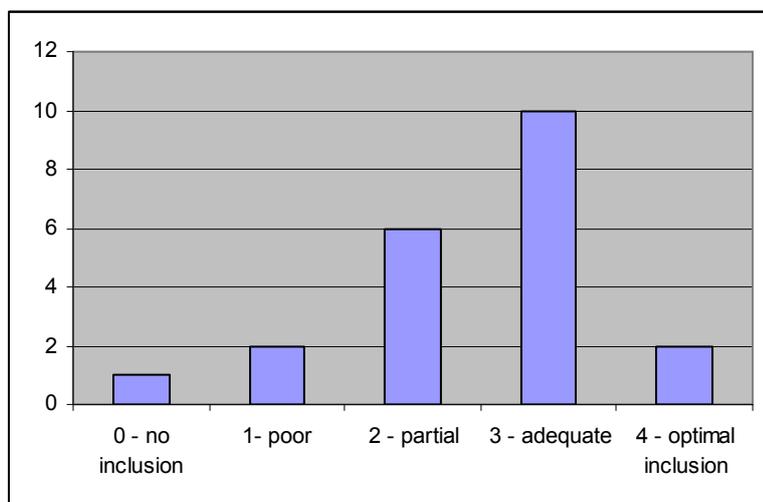
Most subjects report good support from the library and academic subject librarians, with several planning to promote the learning development support offered through library workshops and/or the maths support centre.

## Section 8 - Creating the future: employability, enterprise, postgraduate, beyond employability

### Prompts

- Students gain real-life experiences beyond the university itself
- The curriculum includes research activities based on work-based learning and employer engagement

### Mean Score 3.3



This feature achieves the highest overall score in terms of self-assessments and a wide-range of examples. Existing and planned good practice includes:

- a wide range of projects involving external partners and clients
- developing the use of alumni to promote real-world engagement
- promotion and recognition of volunteering and extra-curricular activity
- public performance, e.g. through Siren FM, book festival, exhibitions, etc

Placements were often referred to, more as a planned development than existing good practice.