

Voice or data? Surveying student engagement in the HE sector

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HEIR annual conference

9 September 2014

Plan for talk

1. Background and context to the UK Engagement Survey
2. Initial 2014 findings
3. Voice vs data



Questions I will (sort of) answer

- Why is UKES interesting?
- How is UKES different from the NSS?
- Is there anything good you can say about the NSS?
- Does student engagement in the UK make sense?



I. Background and context to UKES



Student engagement in the UK

1. The amount, quality and type of effort that students invest in their studies
2. The participation of students in the decisions that affect them, at programme, institution or national level

UKES 2013

- **Higher-order learning**

E.g. “How much has your coursework emphasised applying facts, theories or methods to practical problems or new situations?”

- **Course challenge**

E.g. “How often have you come to taught sessions unprepared?”

- **Collaborative learning**

E.g. “How often have you worked with other students on course projects or assignments?”

- **Academic integration**

E.g. “How often have you discussed ideas from your course with teaching staff outside taught sessions”



New questions for UKES 2014



- **Reflective and integrative learning**

E.g. “How often have you connected your learning to societal problems or issues?”

- **Time spent**

E.g. “About how many hours do you spend in a typical 7-day week preparing for taught sessions?”

- **Skills development**

E.g. “How much has your experience at this institution contributed to your knowledge, skills, and personal development in solving complex real-world problems?”



Benefits of UKES

1. A collaborative enterprise
2. Designed for enhancement
3. Research-based
4. Presents a positive vision of learning and teaching

“College is basically a voluntary activity... This is why the quality of effort, which one might also think of as quality of initiative, is so important at the college level... [C]ollege can’t give you an education; but if you go to college, and fully use the facilities and opportunities it provides, you can get an education”

(Pace 1982)



2. Initial 2014 findings

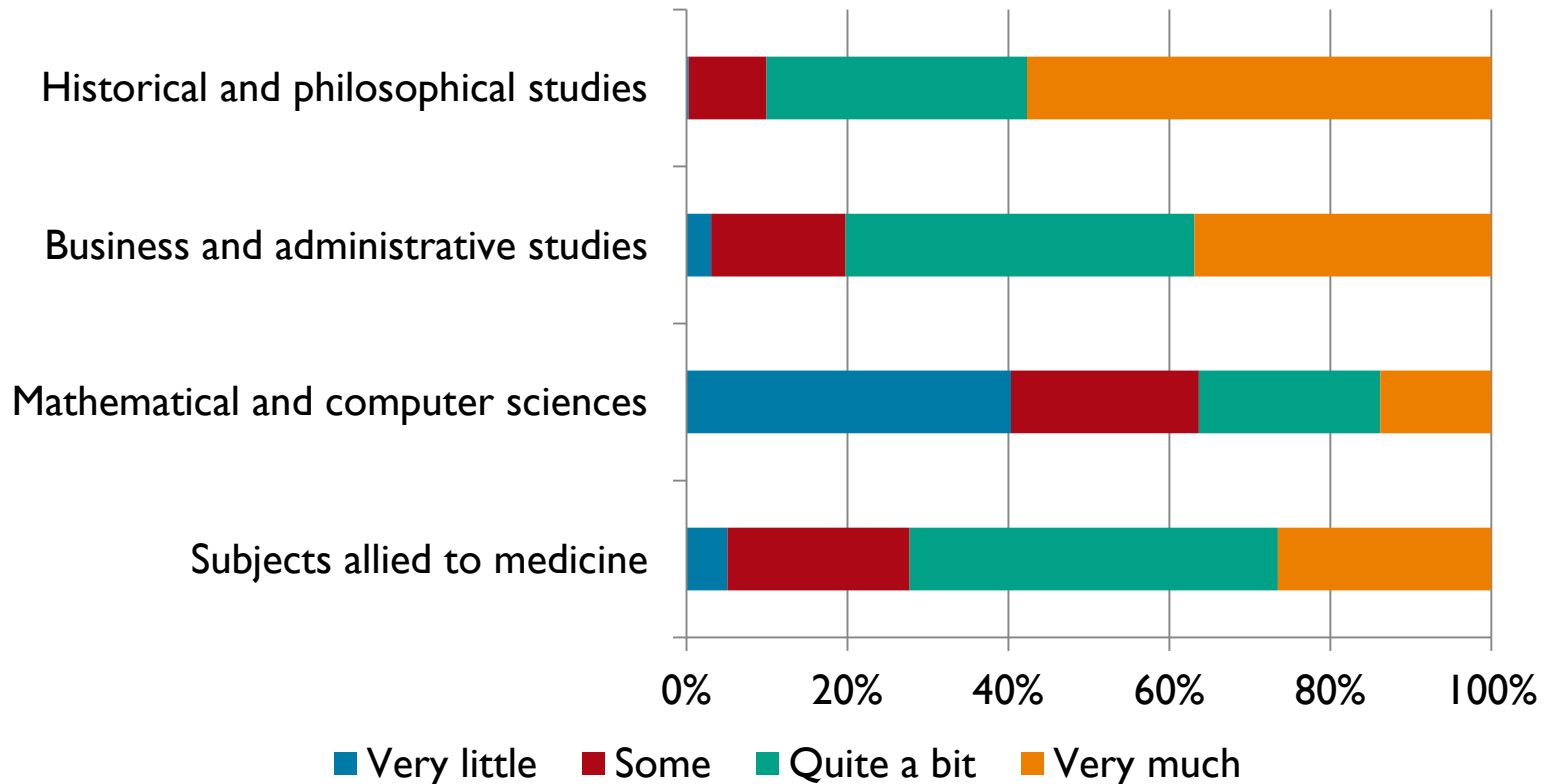


The full picture: The journey from listening to partnership in student engagement

12 November 2014

York

“During the current academic year, how much has your coursework emphasised evaluating a point of view, decision, or information source?”

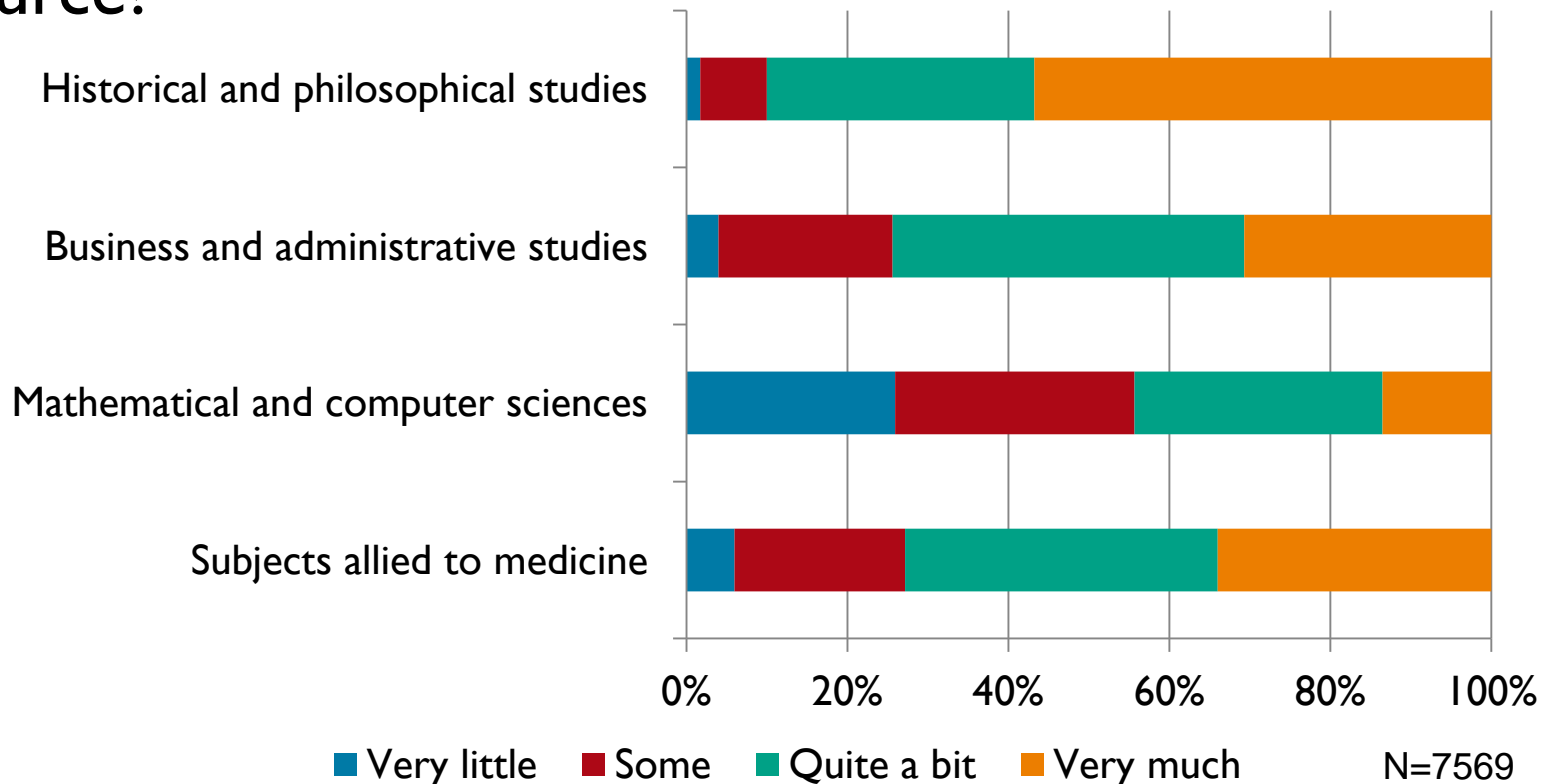


2013

N=2530



“During the current academic year, how much has your coursework emphasised evaluating or judging a point of view, decision, or information source?”

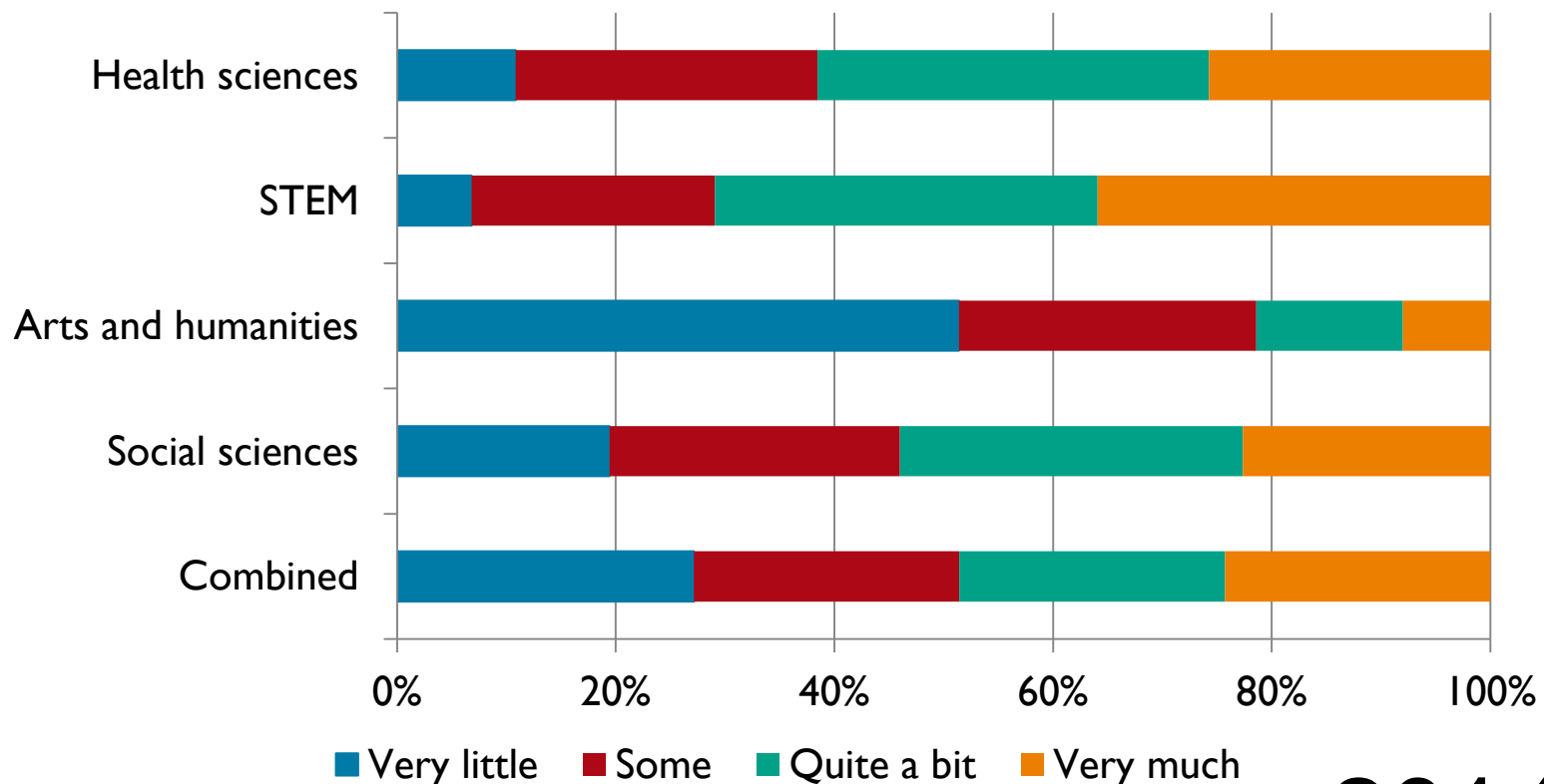


NOTE: THESE ARE INITIAL INDICATIVE FINDINGS ONLY. CONFIRMED FINDINGS WILL BE CONTAINED IN THE FULL REPORT RELEASED ON 12 NOVEMBER 2014

2014



“How much has your experience at this institution contributed to your knowledge, skills, and personal development in analysing numerical and statistical information?”



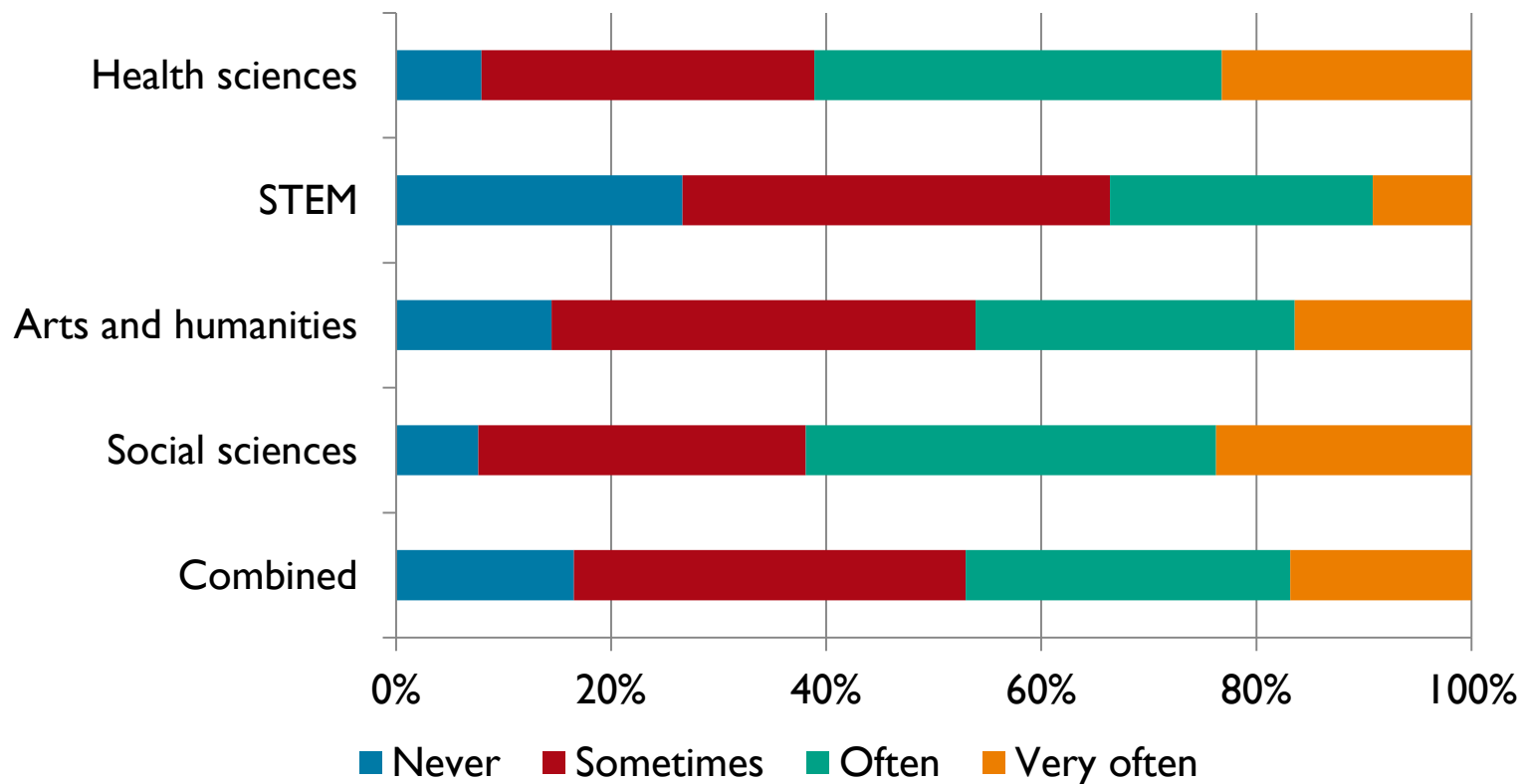
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N=16,352

2014



“During the current academic year, about how often have you connecting your learning to societal problems or issues?”



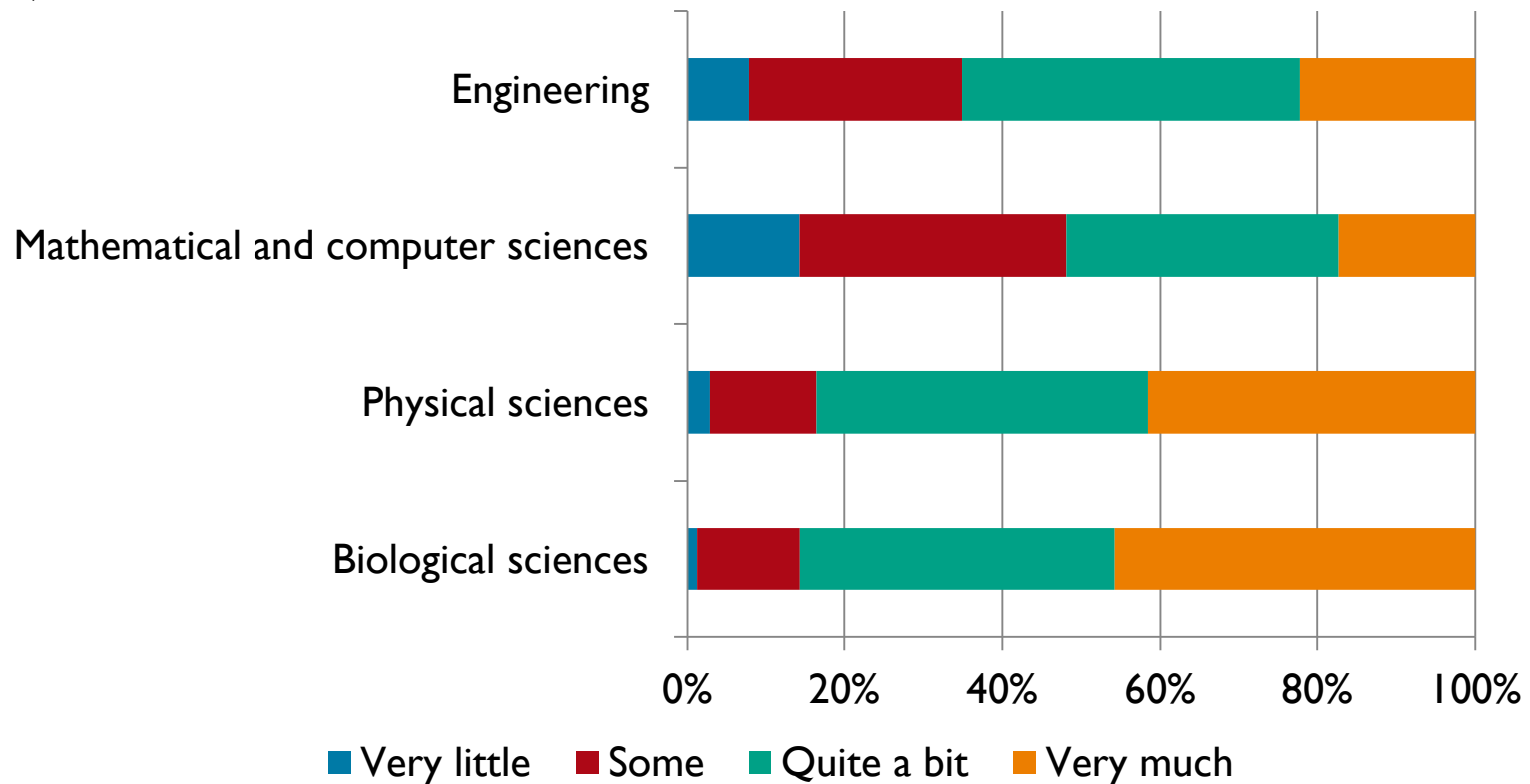
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N=13,791

2014



“During the current academic year, how much has your coursework emphasised learning about methods of research and analysis in your subject?”



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N=5,100

2014



[http://www.heacademy.ac.uk
/consultancy-services/surveys](http://www.heacademy.ac.uk/consultancy-services/surveys)



3. Voice vs data

Student engagement in the UK

1. The amount, quality and type of effort that students invest in their studies
2. The participation of students in the decisions that affect them, at programme, institution or national level

“Educational thinkers are reluctant to involve students in the setting of the aims of higher education. . . . Consequently students are expected to adopt and act out a vision of higher education that is not their own.” (Menon 2003)

“[T]he emphasis of the Student Satisfaction approach is on the ‘customer’ rather than ‘producer’ or ‘supplier’ view... the point of view of students as participants... rather than the student satisfaction with those aspects of education that the producers (teachers or administrators) think are of concern” (Harvey 1995)

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References



- Harvey, L. (1995) *Keeping the customer satisfied: The student satisfaction approach* (University of Central England, QHE)
- Menon, M. (2003) "Student involvement in university governance: A need for negotiated educational aims?" *Tertiary Education and Management* 9(3): 233-246
- Pace, C. (1984) *Measuring the quality of college student experiences* (University of California, Los Angeles)

