

Autonomous student evaluation: engaging students in enhancing their courses



Commenced: 2006

What is it?

University and OFSTED quality enhancement procedures require student learning experiences to be evaluated at module, placement and course level. Current student evaluation practices within primary and early years courses are viewed as part of quality assurance procedures, and are not sufficiently embedded in staff student dialogue and further action. This project seeks to develop effective student led evaluation processes that engage students in enhancing the quality of their teaching and learning experience whilst at Hallam.

What is involved?

- Reviewing existing module evaluation tools, procedures and processes.

How: by working with BA Primary and Early Years year three student representatives; by analysing module evaluation completion rates for 2005-6; by reviewing existing staff-student committee procedures with student representatives and year leaders.

When: Semester one 2006.

- Working with students to create appropriate module evaluation tools and feedback mechanisms for module and placement feedback.

How: by working with focus groups recruited from year one and two student representatives to modify or redesign existing evaluation instruments; to agree on appropriate procedures regarding how and when the evaluations are carried out.

When: February - March 2007.

- Creating an effective procedure that ensures student evaluations are acted upon and that action is communicated to students.

How: by working with, year one and year two student representatives and year leaders to create an appropriate schedule of staff-student meetings; by designing an effective

structure for these meetings; by holding the first such meetings in June/July 2007.

When: April - July 2007.

Why is the project important to the CETL and the University?

This project is important to the CETL and the University as it seeks to strengthen the student voice in the learning, teaching and assessment cycle. Student engagement will be enhanced by working in partnership with academic staff in the design of evaluation instruments and procedures.

What impact do you hope the project will have?

On students: will have a more powerful voice in the learning, teaching and assessment cycle.

On the quality of evaluation data: this will be based on deeper reflection and will represent the views of a higher percentage of students.

On module teams: they will use evaluation data more effectively in enhancing their modules in partnership with students.

On year leaders: they will be clearer about their role in facilitating staff-student dialogue about teaching and learning through staff-student meetings.

On the Programme: there will be a clearer trail of the impact of enhancements made as a result of student evaluation.

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