Title: Working with students to create authentic and timely course evaluation of teaching excellence – a case study using a structured qualitative approach

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Session Learning Outcomes

By the end of this session, delegates will be able to:

1. Identify essential criteria for course evaluation that a. responds to TEF requirements for measuring teaching excellence and b. reflects the authenticity of the students' learning and experience of their course.
2. Critique how a less conventional qualitative approach be taken to course evaluation without lengthening the time and amount of paperwork generated.

Session Outline

Student evaluation is an increasingly important area in light of TEF requirements for measurement of teaching excellence (BIS 2016). There is an emerging emphasis on the development of matrices and quantitative methods to measure the quality of teaching that individual students have experienced. The discussion paper will introduce an area of debate as to whether this trend evaluates the authenticity and depth of students' learning as opposed to the requirement for university and government targets. The complexity of health and social care courses lend themselves to an open enquiry as to how students' evaluation is meaningfully gathered and disseminated.

A less conventional qualitative approach to student evaluation is presented that has deliberately moved away from quantitative methods in an effort to capture the richness of student feedback (Ryan 2014). The identification of evaluation themes by student groups are fed forward into an online evaluation report that can be accessed and edited by participating students and their lecturers. This quick and structured Delphi approach is seen as an innovative contribution to the debate on the measurement of teaching excellence raised by TEF (Cantrill et al 1996, Varga- Atkins et al 2015)

The presentation, by a member of the team who is currently piloting this approach in a new Physician Associate Course, will explain the process and early lessons learnt from the first of four course evaluations already completed. There will be a presentation on the type of

evaluation themes that have emerged from the study and question whether this particular approach to evaluation is an authentic portrayal of students' experience on their PA course. The practicality of the approach will be examined for both its efficiency and its worth in encapsulating student evaluation for both internal and external review.

Session Activities and Approximate Timings

1. Delegates will participate in an activity where they will co construct criteria for a course evaluation that measures teaching excellence and for a course evaluation that measures students' view of their learning experiences. Feedback will identify similarities and differences. (15 mins).
2. Presentation of the case study of the PA course evaluation by the presenter (20 mins).
3. Delegates will have the opportunity to critique the PA evaluation study through a Q and A session and critique the study with reference to the previously identified criteria for evaluation. The presenter will conclude by summarising the identification of best practice for evidencing alternative student evaluation in TEF measurement (10 mins).

References

Department of Business, Innovation and Skills., 2016. Success as a Knowledge Economy: Teaching Excellence, Social Mobility and Student Choice London: BIS

Cantrill, J.A., Sibbald, B and Buetow, S., 1996 The Delphi technique and nominal group techniques in health services research, The International Journal of Pharmacy Practice, 67-74.

Ryan, M., 2015. Framing student evaluations of university learning and teaching: discursive strategies and textual outcomes, Assessment & Evaluation in Higher Education, 40:8, 1142-1158.

Varga-Atkins, T., McIsaac, J and Willis, I., 2015 Focus Group meets Nominal Group Technique: an effective combination for student evaluation? Innovations in Education and Teaching International. Accessed http://dx.doi.org/10.1080/14703297.2015.1058721 14/11/16