EVALUATION
COLLECTIVE

Evaluating Teaching and
Learning in Higher Education
22nd November 2023

Who are we?

EVALUATION COLLECTIVE

https://evaluationcollective.wordpress.com/

@evaluation_c

A cross-sector group of like-minded evaluation advocates working to enhance higher education student outcomes.

We aim to:

- Create opportunities to debate and develop knowledge about inclusive and effective evaluation practices
- Challenge dominant narratives about evaluation practice through the creation of our Evaluation Manifesto
- Improve higher education experiences and outcomes for students from groups traditionally under-represented in higher education

Session overview

Setting the scene

Why evaluate?

Better Evaluation defines evaluation as:

"any systematic process to judge merit, worth or significance by combining evidence and values"

The Evaluation Collective Defines Evaluation as:

"as an approach which helps to understand and explore what works and doesn't work in a given context and is of value to stakeholders. The aim of evaluation is actionable evidence-informed learning and continuous improvement of process and impact"

Language.....

pedagogic enquiry, scholarship of learning and teaching (SoTL), educational enquiry, practitioner enquiry, pedagogic research, reflective practice, action research, continuous improvement, research-informed teaching/scholarly teaching, evaluation....

"These reflective sub[...]e based on an und[...]ed to [...]**uild** [...]**[...]art**."

[Student engagement and attendance in learning]

[...] **Panel**

[...]l us that the OfS had [...] **engagement** in [...]lity and [...]AA [...] not to inc[...]le assessments." [...]**[...]s**

[Processes and Systems]

"The [...]isting evidence base suggests that [...]ed learning analytics inte[...]rove students' ou[...] **need[...]** [...]sis for [...] **TASO 2023**

[Workload]

[...] [...]actice [...] **TSF 2023**

[Capability and resources for evaluation]

(Also see Minocha 2023 for enablers and barriers to T&L enquiry/SoLT)

Developing a culture of enquiry: language

- pedagogic enquiry, scholarship of learning and teaching (SoTL), educational enquiry, practitioner enquiry, pedagogic research, reflective practice, action research, continuous improvement, research-informed teaching/scholarly teaching, evaluation....

Pedagogic enquiry can be defined as an extension of reflective practice and research informed teaching. It encourages use of a range of research and evaluation methods, applied with rigour, to ascertain what is working to enhance student learning, experiences, and outcomes. It contributes to a body of knowledge on the impact of teaching interventions. Students are often co-researchers in this work.

SoTL involves conducting a focused, systematic investigation or inquiry into a well-defined aspect of academic practice, with the aim of improving learning and teaching. The impact of SoTL refers to demonstrable benefits to teaching and learning that are directly attributable to a SoTL intervention (or project). Reflections and outcomes are publicly shared for peer-review contributing to a cross disciplinary evidence base for effective teaching and learning practices. (Minocha 2023)

Evaluation can be defined as an approach which helps to understand and explore what works and doesn't work in a given context and is of value to stakeholders. The aim of evaluation is actionable evidence-informed learning and continuous improvement of process and impact (Evaluation Collective 2022)

Evaluation, Problems and Perspectives

> "All problems are statements of value. What is a problem to some is not a problem to others, or how the same problem is conceptualized may differ among groups and individuals"
>
> **(DePoy and Gibson, 2008:16)**

The *Value* in Evaluation

What does evaluation of teaching and learning mean to you?

Post reflections in the chat!

Evaluative Institutions

Who 'does' the evaluation in your institution?

Post reflections in the chat!

Case Study examples

Undergraduate Nursing Simulated Placement Evaluation

Nathaniel Pickering and Julian Crockford

What are simulated placements?

An artificial representation of a real-world practice scenario that supports student development and assessment through experiential learning with the opportunity for repetition, feedback, evaluation and reflection.

Williams et al. (2022, p. 549)

Context

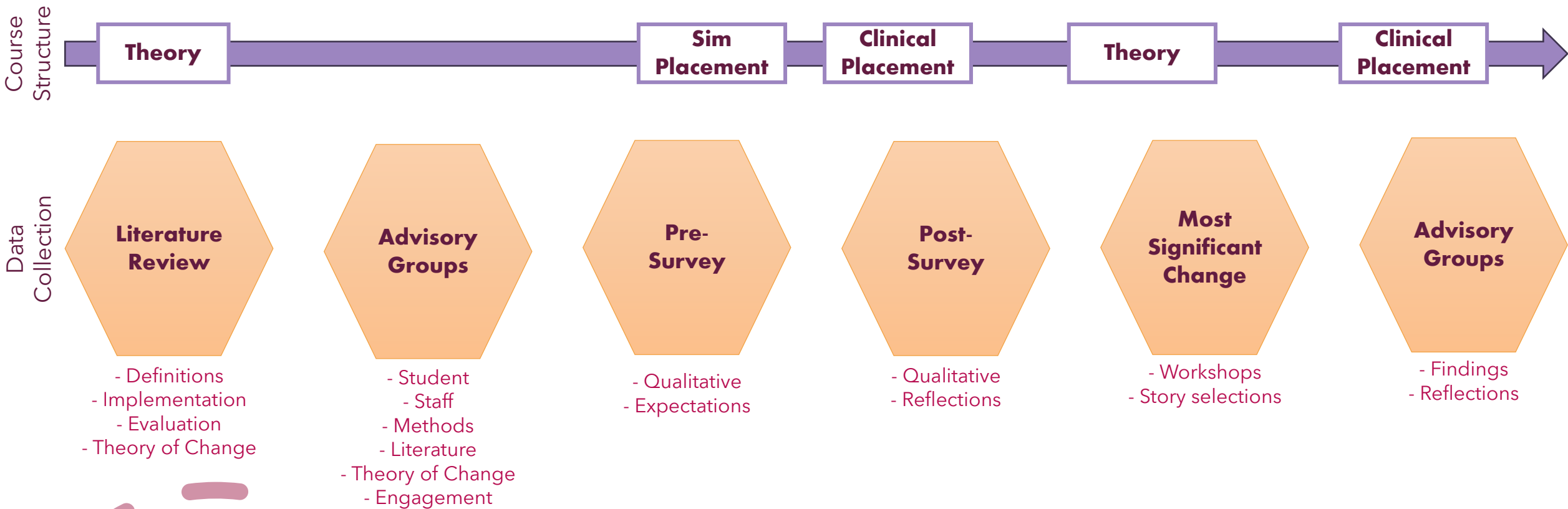|			
Undergraduate nursing courses (Adult, Child and Mental Health)	Level 4 - First clinical placement	621 Students	2300 clinical placement hours (Nursing & Midwifery Council - NMC)
Proficiency assessment/sign-off	NHS "crisis"	Suitability and consistency of placements	Process and systems

Qualitative Participatory Evaluative Approach

Course Structure

| Theory | | Sim Placement | Clinical Placement | Theory | Clinical Placement |

Data Collection

Literature Review
- Definitions
- Implementation
- Evaluation
- Theory of Change

Advisory Groups
- Student
- Staff
- Methods
- Literature
- Theory of Change
- Engagement

Pre-Survey
- Qualitative
- Expectations

Post-Survey
- Qualitative
- Reflections

Most Significant Change
- Workshops
- Story selections

Advisory Groups
- Findings
- Reflections

What impact does the simulated placement have on the students' course experience?

01
What impact does the simulated placement have on students' subsequent clinical placement?

02
What impact does the simulated placement have on students' academic development?

03
What impact does the simulated placement have on students' professional development?

Reflections

Long-term evaluative tools

Crucial role of the advisory groups

Quantitative to qualitative surveying

Hierarchy of student engagement (relevance and salience)

Relationships and engagement

Literature review contextualisation

Moving parts

Recommendations

Staff are involved and contribute to evaluation design

Embed evaluation into the delivery of the learning and teaching experience

Understand and go to your participants (what's important to them?)

Building an Evaluative Culture to support Teaching and Learning at LSE

Jonathan Schulte, LSE Eden Centre (j.t.schulte@lse.ac.uk)

With special thanks to Murray Saunders, Claire Gordon, Thomas Watson
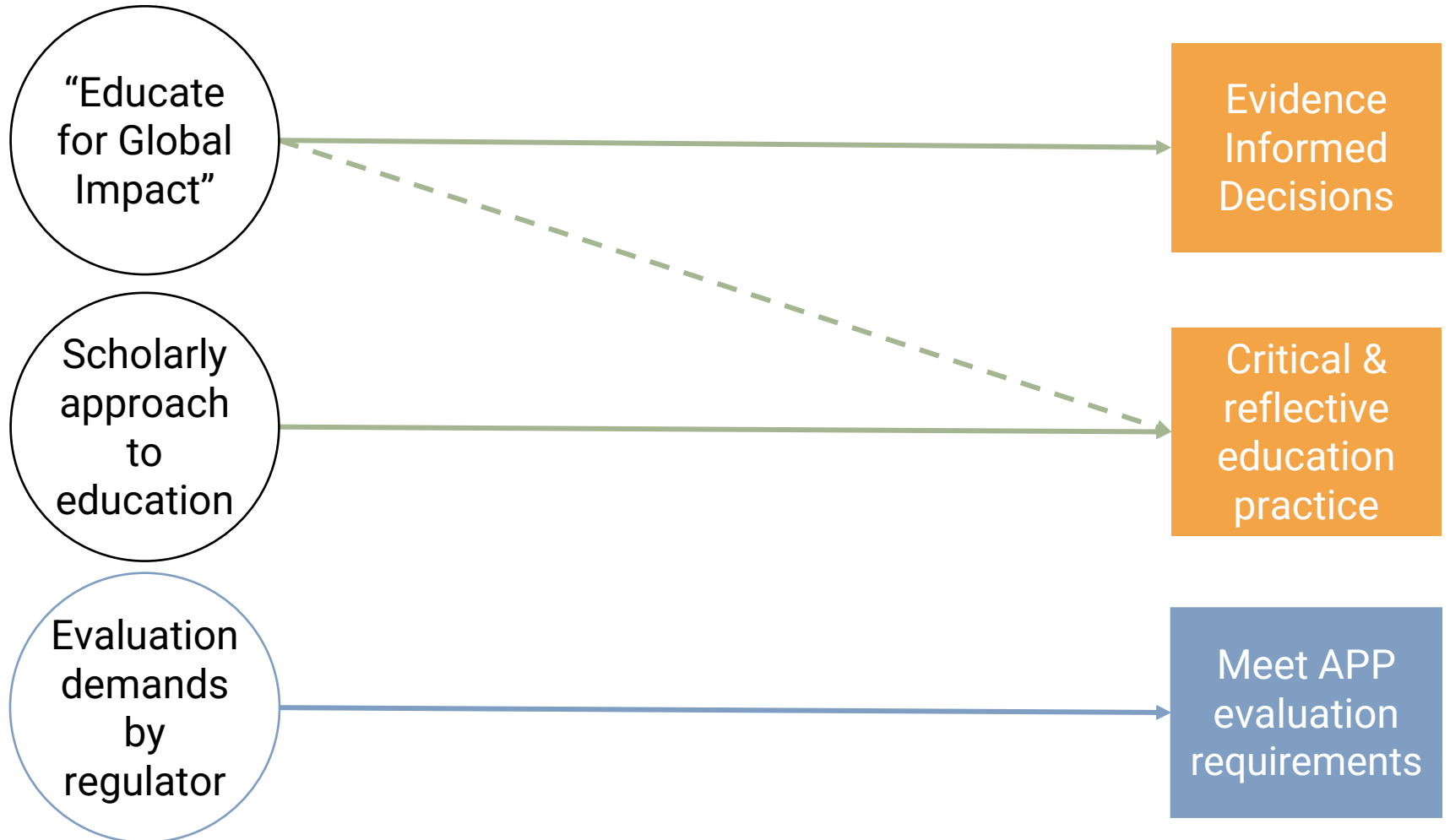
November 22nd, 2023

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2 Theoretical Antecedents

3 Implementation

4 Assessing Impact

The project started in 2019 in response to three strategic drivers …

"Educate for Global Impact" → Evidence Informed Decisions

Scholarly approach to education → Critical & reflective education practice

Evaluation demands by regulator → Meet APP evaluation requirements

… from which we derived a first definition of evaluation …

"<u>Evaluative practice</u> consists of purposefully gathering, analysing and discussing evidence from <u>relevant sources</u> about the <u>quality, worth and impact</u> of a provision, a development, or policy."

… which we enriched with a small assemblage of tenets on the purpose and principles of evaluation.
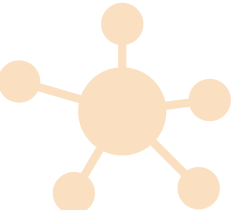
Evaluation as a bridging tool[1]

Evaluation for learning

Participatory & evaluative thinking led[2,3]

Utilisation & Development Focus[4]

We operationalised these ideas into four main areas of activity …

	Evaluation Framework Resources	▪ Overview & Guide ▪ Pathway Guide ▪ Pro-forma Planner (RUFDATA Based) ▪ Resource Box
	Outreach & Networking	▪ Stakeholder engagement ▪ 1-2-1 Consultancies ▪ Building communities
	Funding	▪ Open Evaluation Fund
	Infrastructure Improvements & Signposting	▪ Visibility of and access to internal data ▪ Simplified ethics procedure ▪ Ensuring relevant software

… which became an important part of driving the change we wanted to see in the institutions.

Institutional & Regulatory Expectations
- Senior stakeholder demands
- Regulator requirement

Resourcing
- Providing time, expertise & a space to think about evaluation

Professional Narratives
- Being curious & caring
- Seeking recognition
- Gaining rewards

Social Practices
- Gaining confidence
- Keeping timelines

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Endnotes

[1]: Saunders, M., Charlier, B., & Bonamy, J. (2005). Using Evaluation to Create 'Provisional Stabilities': Bridging Innovation in Higher Education Change Processes. *Evaluation*, 11(1), 37–54. https://doi.org/10.1177/1356389005053188.

[2]: Schwandt, T. A. (2018). Evaluative Thinking As A Collaborative Social Practice: The Case Of Boundary Judgment Making. In A. T. Vo & T. Archibald (Eds.), Evaluative Thinking. *New Directions for Evaluation*. 158, 125–137. https://doi.org/10.1002/ev.20318.

[3]: Patton, M. Q. (2018). A Historical Perspective On The Evolution Of Evaluative Thinking. In A. T. Vo & T. Archibald (Eds.), Evaluative Thinking. *New Directions for Evaluation*. 158, 11–28. https://doi.org/10.1002/ev.20325.

[4]: Patton M. Q. (1996). *Utilization-Focused Evaluation: the New Century Text* (3rd ed.). Thousand Oaks, CA: Sage.

[5]: Patton, M. Q. (2010). *Developmental evaluation applying complexity concepts to enhance innovation and use*. New York, NY: Guilford Press.

Questions?

Formulating plans for evaluation

- Discussion groups facilitated by EC members
- 20min
- Two questions:
  1. What are your experiences, positive and challenging, in evaluating teaching and learning?
  2. What additional support would be beneficial in evaluating teaching and learning?

Experiences and Ideas

Evaluation Collective Resources

- Wicked Issues
- Universal Evaluation Framework (Event in early 2024)
- Evaluation Resources

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