

Board of Management Learning & Teaching Committee

Date of Meeting	Tuesday 5 February 2019
Paper No.	LTC3-G
Agenda Item	12
Subject of Paper	Learning Teaching Questionnaire – Think Tank Evaluation
FOISA Status	Disclosable
Primary Contact	Douglas Dickson, Performance and Improvement Director
Date of production	28 January 2019
Action	For Noting

1. Recommendations

The Committee is asked to note the attached report.

2. Purpose of Paper

The purpose of this attached paper is to provide further information on Question 6 from the College Learning and Teaching Questionnaire. The 'The way I'm taught helps me learn' which is part of the SFC Student Satisfaction and Engagement Survey (SSES).

3. Strategic Context and Key Points

The attached paper identifies –

- Faculty and College response rates to Question 6 in academic year 2017/18
- The Methodology used to further explore student opinion
- Output from student 'Think Tanks' identifying what they would like more of, less of and learning and teaching activities the College should start.

4. Impact and Implications

The information within the attached paper will be evaluated by Faculties to identify enhancements to Learning and Teaching with their management teams. The aim of this approach is to ensure the College provides a more consistent approach and also that this impacts on the outcome of the SSES.

Appendices

Student Think Tank Paper

Student Think Tank – 6th November 2018

Introduction

In the 2017/18 My Learning and Teaching Questionnaire question 6 received the following responses from students -

QUESTION 6	BEE Agree %	Business Agree %	Creative Agree%	Ed & Soc Agree %	L & L Agree %	Nautical Agree%	College Agree %
The Way I'm Taught Helps Me Learn	75	71	72	81	75	75	75

To investigate responses further a focus group was held on the 6th November 2018.

Methodology

A group of Class Representatives were brought together and briefed on the results from Question 6 – The Way I'm Taught Helps Me Learn. The briefing identified -

- We asked our students whether the way they are taught helps them learn.
- **75%** of students **agreed** with this, **25% did not**.

Our questions today are –

- What type of teaching should we do **more of** that is currently helping you to learn?
- What type of teaching should we **start** that will help you learn?
- What type of teaching should we **stop or do less of**?

The Class Representatives considered each of the 3 questions above with facilitators from the Student Engagement Team. The students were split into groups and spent 15 minutes on a question and then moved on to consider each question in turn.

Results: More Of

More video tutorials

More examples

More interaction (between Lecturer and the class), pacing through the class

Better communication between lecturers

Update course material/ resources

Open photography studios later

Deadlines based on difficulty

Assessments broken down and more manageable

Access to trips

More relationships with industry

More Industry visits

More opportunities for staff to develop students' confidence i.e. group tasks

See more of lecturer during group work

Collaboration across courses i.e. food and photography

Active collaborations between students and lecturers

Timely revision of work

Giving clear guidance on how students are marked

Results: Start

Check whole class understands

More relevant material

Introduce study and catch up classes

Establish fundamentals of course before starting the work

Buddy system

Meet peers from 2nd year of course or others who have studied at the College

Different methods of communication with lecturers i.e. Whatsapp, LinkedIn

Access to course relevant material outside College (software) e.g. design

MyCity mobile app

Sharing good practices between Faculties

More concise briefs

Better organisation of group work and ensure people are being assessed individually

Introduce work experience programme

Live experiences – links to businesses for internships etc.

Active Feedback

Better feedback procedures

Results: Less Of or Stop

Less use of open classrooms

Timetables not up to date – constant changes

Less half days – 1 hour classes not worth the journey

Changing instructions

Less of the same media

Less individual work

Less indirect discipline

Last minute deadlines – being told to hand things in last minute – need more guidance and support and clear deadlines communicated

Stop changing deadlines for students who have not done the work

Not explaining assignments – no clear instruction

Too focussed on only practical work – need to spend more time on theory – better balance

Stop pausing lessons for frequent latecomers – disruptive to rest of class

Stop pandering to disengaged students

Student Think Tanks – 23rd - 25th January 2019

Methodology

A series of Think Tanks were convened with Class Representatives to identify which of the responses from the 6th November Think Tank. The results are ranked in order and have been scored as follows 1st place = 5, 2nd place = 3 and 3rd place = 1. This scoring system meant that a rank could then be determined on the options to consider implementing.

Top Results: More Of

	Ranked				Score	Rank
	Think Tank 23rd	Think Tank 24th	Think Tank 25th	Think Tank 26th		
					1 = 5 2 = 3 3 = 1	
More Examples	1	2			8	3
Update course material/resources	2	3		3	5	4
Better Communication between Lecturers	3	1	2	2	12	1
More relationships with industry			1	1	10	2
More video tutorials			3		1	5

Top Results: Start

	Ranked				Score	Rank
	Think Tank 23rd	Think Tank 24th	Think Tank 25th	Think Tank 26th	1 = 5 2 = 3 3 = 1	
My City mobile app	1				5	= 4
Introduce work experience	2	3	2		7	3
Better feedback procedures	3				1	= 6
Check whole class understands		1		1	10	1
Active feedback		2	1		8	2
Live experiences – links to business for internships etc.			3		1	= 6
Introduce study and catch up classes				2	3	5
More relevant material				1	5	= 4

Top Results: Stop

	Ranked				Score	Rank
	Think Tank 23rd	Think Tank 24th	Think Tank 25th	Think Tank 26th		
					1 = 5 2 = 3 3 = 1	
Less use of open classrooms	1	1			10	2
Less half days – 1 hour classes not worth the journey	2		3		4	4
Not explaining assignments – no clear instruction	3	3	1	1	12	1
Stop pandering to disengaged students		2		2	6	3
Stop changing deadlines for students that have not done the work			2		3	5
Timetables not up to date – constant changes				3	1	6