Virtual Taster Event
Student Experience and Engagement - Wellbeing

Professor Georgia Kremmyda

19 January 2022

Welcome!

Professor Georgia Kremmyda PhD, MSc, MEng, SFHEA

MEng Civil Engineering, MSc Tunnelling and Underground Space and PhD in Earthquake Engineering

More than 13 years of industry experience as Technical Director, Scientific Consultant and Head of R&D

Deputy Head of Teaching, School of Engineering

Lead Warwick STEM GC Education and Student Experience Workstream

Elected Vice President International Network of Women Engineers and Scientists

Co-Chair of Global Research Priority in Sustainable Cities

Deputy Chair Warwick Institutional Athena SWAN SAT

Co-funded by the
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Before we start…

- The session is being recorded

- Tag us in your social media posts;
  twitter: **@ProjectEnhance**, Facebook: **@EnhanceProject**

- All those who are registered and attend will receive an email containing an ENHANCE Certificate of Attendance following the event. The same email will contain a link to our feedback survey

- You may wish to turn on live captions on teams for displaying captions for the session

- We may screenshot and/or record our sessions and use the images or footage on our project News page or social media. If you need to withdraw your consent to being recorded or included in screenshots, please private message enhance@warwick.ac.uk

Join at vevox.app

Or search Vevox in the app store

ID: 141-156-119

Agenda of the event

09:00 – 09:15	Welcome and Introductions	Chair – Professor Georgia Kremmyda
09:15 – 10:15	Enhancing the Student Experience	Speaker: Professor Georgia Kremmyda
10:15 – 10:30	Discussion and Questions	Facilitator – Professor Georgia Kremmyda
10:30 – 10:45	*Break*	
10:45 – 11:45	Wellbeing	Speaker – Dr Chloe Agg
11:45 – 11:55	Discussion and Questions	Facilitator – Professor Georgia Kremmyda
11.55 – 12:00	Concluding Remarks	Chair - Professor Georgia Kremmyda

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09.00 – 09.15 Welcome and Introductions

What is your country of residence?

england

bangladesh

indonesia

vietnam

30

How would you describe your gender?

1. Male

   50%

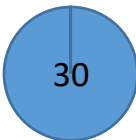2. Female

   50%

3. Other

   0%

4. Prefer not to say

   0%

30

How do you relate to the theme of the workshop?
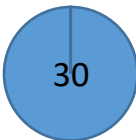
1. I teach in Higher Education

94.74%

2. I teach in Primary or Secondary Education

0%

3. I am a Student

0%

4. Other

5.26%

30

What do you expect to get out of this workshop?

1. Try something new

    16.67%

2. Broaden my knowledge

    72.22%

3. Network

    5.56%

4. Have fun

    5.56%

30
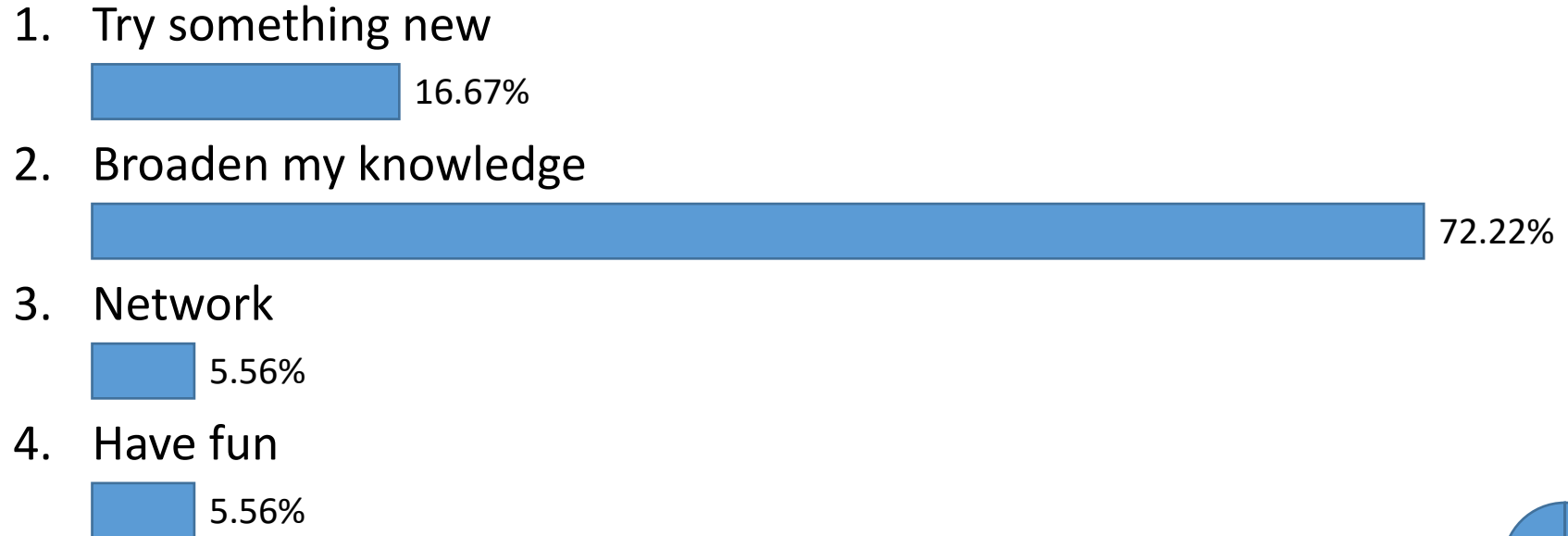
What is your discipline? Use hyphen (-) between words if you use 2 words or more.

30
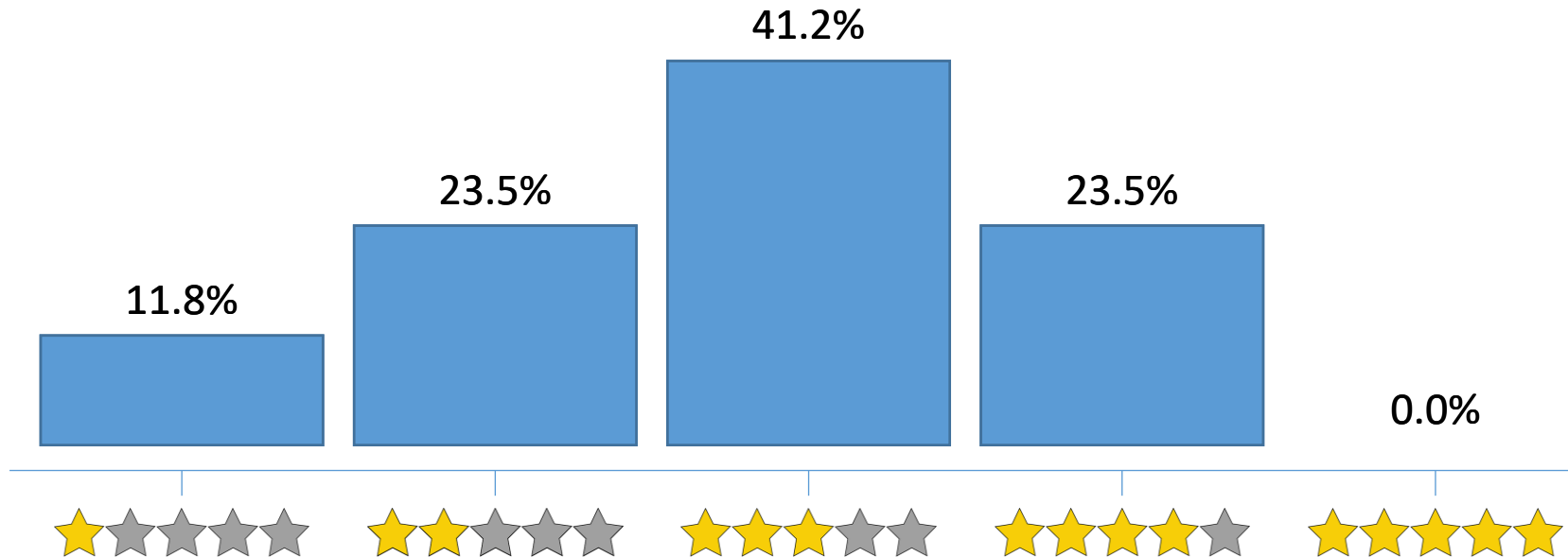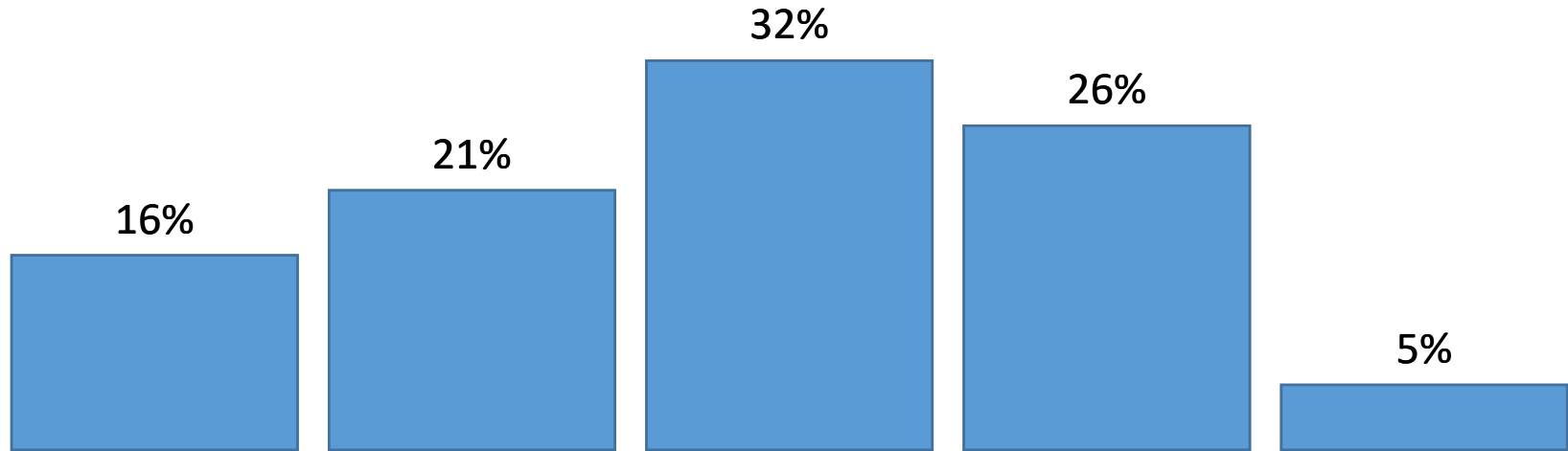
Why do you think a good student experience is needed? Use hyphen (-) between words if you use 2 words or more.

incentives
improved-skill
skill-knowledge
promote-learning

30

What do you think makes a good student experience? Use hyphen (-) between words if you use 2 words or more.

30

09.15 – 10.15 Enhancing the Student Experience

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What do we mean by the term 'student experience'?

Visit the padlet to give your thoughts

https://warwick.padlet.org/gkremmyda/wx96m8vc1tq7k14s

Context for the 'Student Experience'

❑ **Increase of student numbers in HE**
- ○ Global phenomenon
- ○ Between 2000-2008 51.7 million new students (UNESCO, 2009)

❑ **Widening participation**
- ○ More students from 'non-traditional' routes entering HE (Independent Commission on Fees, 2014)
- ○ Not so for mature students (Sutton Trust, 2015)

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Context for the 'Student Experience' cont.

❑ **Changes to HE funding**

Marketisation of HE:

- o Students at the heart of the system (BIS, 2010)
- o No differential in fees (Patton, 2011; Sedghi & Shepherd, 2011)

❑ **Hike in tuition fee**

- o Debt aversion (Callender and Jackson, 2005)
- o 'debt-savy' or 'debt resigned' attitudes (Bowes et al in Nursaw Associates, 2015)

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Context for the 'Student Experience' cont.

❑ **Teaching Excellence, Social Mobility and Student Choice**
  - o Increasing the proportion of people from disadvantaged backgrounds entering higher education
  - o Increasing the number of BAME students going into higher education

❑ **Ongoing welfare reform**
  - o Spending cuts disproportionately hitting the poorest areas with the worst health outcomes

...extreme levels of anxiety, stress, fear and hopelessness, which [...] has been found to threaten the bond between individuals and their social environment

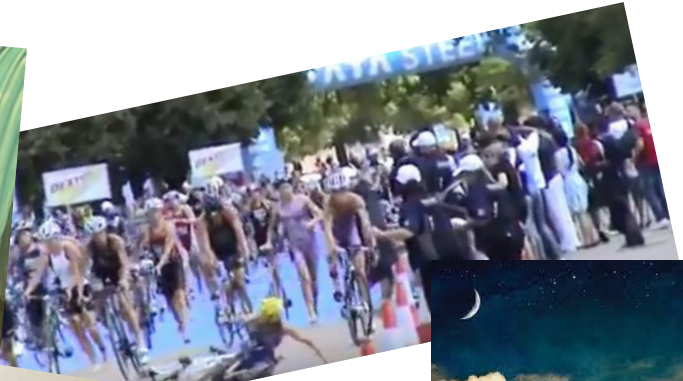(Moffat *et al*, 2015)

Student Experience

Student Experience cont.

Miro's 'Ladder of Escape'

impossible

CHANGE JUST AHEAD

Student Experience cont.

Which? (2013) *Best and worst things about being a student*

http://youtu.be/Pzkk3HpXUWo
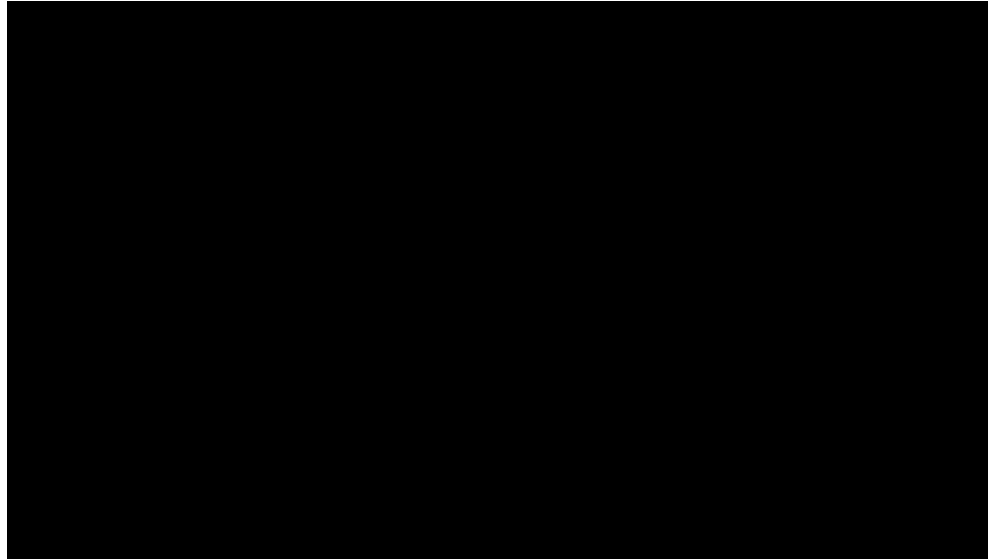
STUDENT EXPECTATIONS AND PERCEPTIONS OF HIGHER EDUCATION

A STUDY OF UK HIGHER EDUCATION

Commissioned by the

Quality Assurance Agency

PROJECT REPORT

Project lead: Dr Camille B. Kandiko
Research assistant: Dr Matt Mawer
King's College London

2013 Study (Kandiko and Mawer)

- 150 students

- 16 settings
  - *the information students need vs what they get;*
  - *how their courses are managed and structured;*
  - *the role of technology in shaping their experiences.*

Available at:
https://www.kcl.ac.uk/study/learningteaching/kli/People/Research/DL/QAAReport.pdf

What do students value? (Kandiko & Mawer, 2013)

Value for money

- Hedonic vs Transcendent concepts of 'value'

- Uncertainty regarding the financial value of higher education

- Want to know where tuition fee is spent:
  - Structuring and allocation of teaching: **contact hours**, seminar/lecture size etc.
  - Staff subject/service/teaching qualifications
  - Resources
  - Tangible investments (buildings, spaces) as proxies to inform judgement
  - More 'close support' – high quality contact

...the financial pressure really hits you and you think, well, I'm paying £9,000 just for this year, ...is it worth it?'

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What do students value? (Kandiko & Mawer, 2013)

Meeting environmental 'benchmarks'

- *Instrumental:* computers and physical spaces
- *Organisational:* timetabling and course structure
- *Interpersonal:* staff support and engagement
- *Academic:* lecturers' knowledge and attitude towards students

I just failed to, even get to grips with [the lecture material]..

…it was an awful environment.

What do students value? (Kandiko & Mawer, 2013)

Future Focus

- Support for future careers
  - In-curricula work placement opportunities
  - Extra curricular experiences (Academic and Socially related)
  - Internships

What do students value? (Kandiko & Mawer, 2013)

Evaluation, feedback and feed-forward

- Consistent quality across all feedback

- Strong course-level management of the curriculum that mirror student-facing aspects

- 'Closing the loop' at the local level re responding to feedback

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What do students value? (Kandiko & Mawer, 2013)

Attributes, practices and attitudes of staff:

- Passionate

- Enthusiastic

- Experts

- Prepared

- Qualified

- Approachable

- Willing to invest time in students

What do students value? (Kandiko & Mawer, 2013)

Personalisation versus standardisation

- Holistic experience
  - o Opportunities to meet other staff and students
  - o Recognition of diverse student trajectories
  - o Sense of fairness and clear rules being maintained

… once the student's been accepted… there shouldn't be any barriers for that student to achieve…

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What do students value? (Kandiko & Mawer, 2013)

Partnership of aims

- Shared aims; shared identity and shared spaces
- Community and belonging
    - more interaction with staff, both within the classroom experience and beyond
    - collegiality with staff, rather than large-scale, high-level partnership work
    - meet and interact with other students both socially and academically

What do we mean by the term 'student experience'?

Visit the padlet to give your thoughts

https://warwick.padlet.org/gkremmyda/wx96m8vc1tq7k14s

Context for 'the Student Experience'

Commodification of Education

Institutions become businesses with a financial bottom line that can obstruct diverse perspectives on both 'students' and 'experience' (Sabri in Kandiko, 2011)

Student success

… 'moral and educational' duty of institutions 'to do everything they can to help students make a success of their higher education [experience] (Broadfoot in Thomas, 2012)

Sustainability

HEIs stand to lose a considerable sum of money for each student that drops out (Broadfoot in Thomas, 2012)

...developing and investing in the academic, support and social dimensions of the student experience **(Bulpitt, 2012)**

Student Experience for Success

Student Engagement to Improve Student Retention and Success (Thomas, 2012)

Institutional management and co-ordination

Staff capacity building

Student capacity building

Academic

Social   Service

Optimum site for generating student belonging

Early engagement extends into HE and beyond
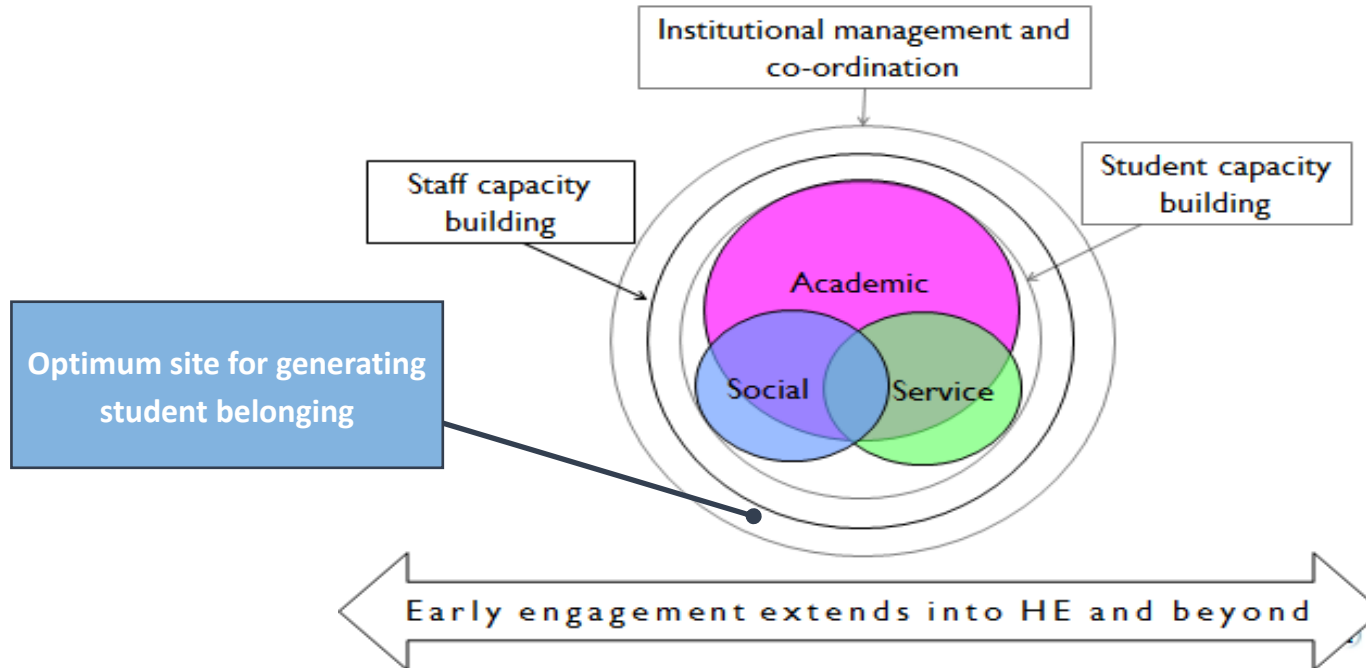
Student Experience for Success

Optimising potential partnership work to enhance student engagement to improve student retention and success

(Adapted from Thomas 2012 in Parkes ,Blackwell-Young and Cleaver, 2014)

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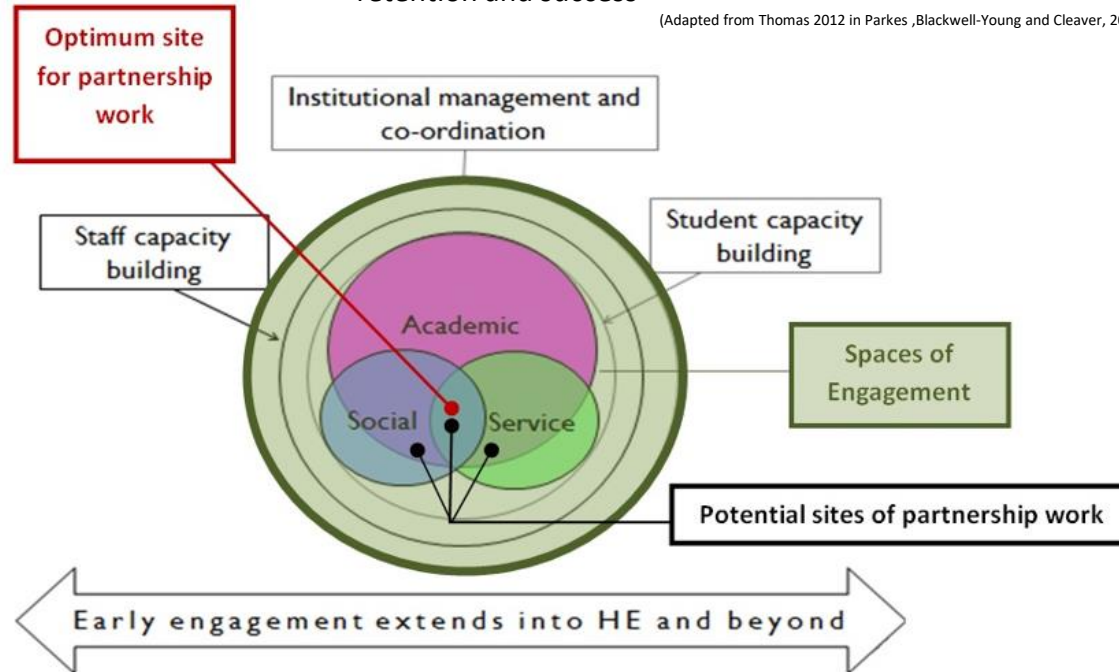
Points of interaction for collaboration
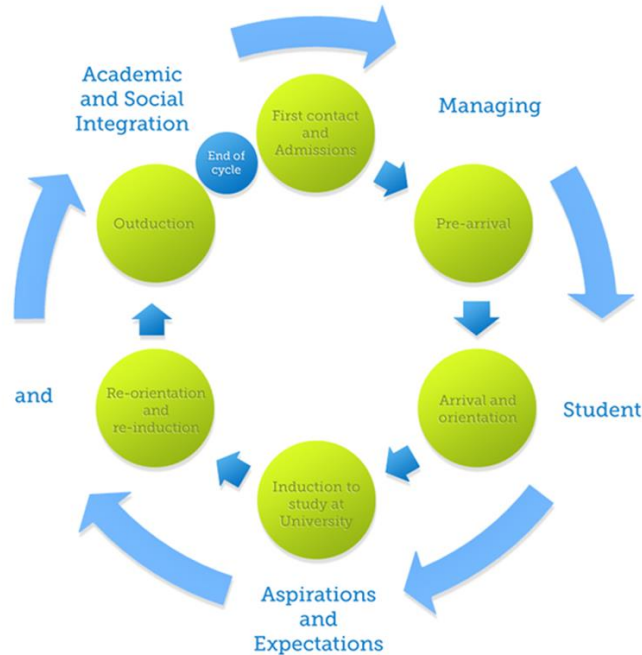
- Student support areas such as study skills, welfare or disability, finance

- Information technology and/or elearning departments

- Libraries and other learning resources, both physical and virtual

- Accommodation and catering services

- Academic service departments such as registry, learning development, quality of exams and assessment

- Students' unions including support services, social events and networks.

(Parkes, Blackwell-Young and Cleaver, 2014)

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Points of interaction for collaboration

The Student Experience Practitioner Model

Academic and Social Integration — End of cycle — First contact and Admissions — Managing — Pre-arrival — Student — Arrival and orientation — Induction to study at University — Aspirations and Expectations — Re-orientation and re-induction — and — Outduction

The five themes in the model are:

1. Curriculum and Assessment
2. Pedagogy
3. Support
4. Finance
5. Employment

The six stages of the model are:

1. First Contact and Admissions
2. Pre-arrival
3. Arrival and Orientation
4. Induction to Study
5. Reorientation and Reinduction
6. Outduction

Morgan, M (2016) *Improving the Student Experience*

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Enhancing student experiences: Benefits of collaboration

Fostering belonging to increase engagement and success

- Rejection of marketisation: students are active participants in the learning process, rather than passive recipients of knowledge (NUS, 2015)
- Sharing innovative practices (Duke, 2003)
- Utilising experiences (Whitchurch, 2013)
- Promote and enhance a holistic student experience (Bulpitt, 2012; Doskatsch, 2003; Quinlan 2011)
- Understanding of non-cognate roles to support development of effective working relationships (Macfarlane, 2011)
- Mutual benefits of sharing expertise for staff, student and institution (Bupitt, 2012)
- Increased efficiency

Enhancing student experiences: Challenges for collaborations

- **Unchartered waters**
  - Change is unsettling, messy
  - Clarity/Uncertainty of purpose
  - Accountability
  - Leadership
  - Differing language and conversation - perspectives

- **Blended professional identities**
  - Boundary spanners (Williams, 2010)
  - Para-academics (MacFarlane, 2011)
  - Third space professionals (Whitchurch, 2013)

Enhancing student experiences: Principles for partnership

1. Understand motivations
2. Recognise that strategic support is necessary
3. Suitable reward and/or recognition systems
4. Organic nature of change
5. Culture of honesty, openness and disclosure

(Parkes, Blackwell-Young and Cleaver, 2016)

Enhancing student experiences

- 'Consumerist ethos' in students (Kandiko & Mawer, 2013)
   Value basis: hedonic vs transcendent

- Variety of student experiences and trajectories
    - Belonging and Community
    - Interactions meeting diversity of need
    - Meaningful relationships

- Holistic experience

- Partnerships in and for learning
    - Peer to peer
    - Staff & student
    - Across the student lifecycle = across staff groups
    - Adherence to the five principles can help partnerships work.

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10.15 – 10.30 Discussion and Q&A

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10.30 – 10.45 Comfort break

Stay connected and just keep your camera and microphone disabled while on break.

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10.45 – 11.45 Wellbeing

Invited Speaker: Chloe Agg

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11.45 – 11.55 Discussion and Questions

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11.55 – 12.00 Closing remarks – End of virtual workshop

Suggest one thing you could do (in your role) to offer a better student experience to your students. Use hyphen (-) between words if you use 2 words or more.

30

What did you get out of this workshop?

1. Tried something new
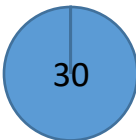
   10%

2. Broadened/refreshed my knowledge

   80%

3. Network

   0%

4. Had fun

   10%

30

Thank you for listening!
warwick.ac.uk/enhance

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f facebook.com/EnhanceProject

✉ enhance@warwick.ac.uk