

Satisfaction, experience or engagement: what are we measuring and why?

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Satisfaction, experience or engagement
Padlet for #SOLSTICE2014

TOOL

WHAT IS BEING MEASURED?

HOW IS IT USED

Experience or engagement surveys?

Activity 1

Can you identify different types of questions from the list?



Experience vs engagement surveys: Perception vs behaviour

Experience type questions ask:

- Students' perceptions
- Other people's behaviours
- How you feel
- How satisfied you are

Engagement type questions ask:

- Students' behaviour
- About how often
- About how much

Experience vs engagement surveys: Perception vs behaviour

Experience type questions ask:

- Students' perceptions
- Other people's behaviours
- How you feel
- How satisfied you are

TEL:

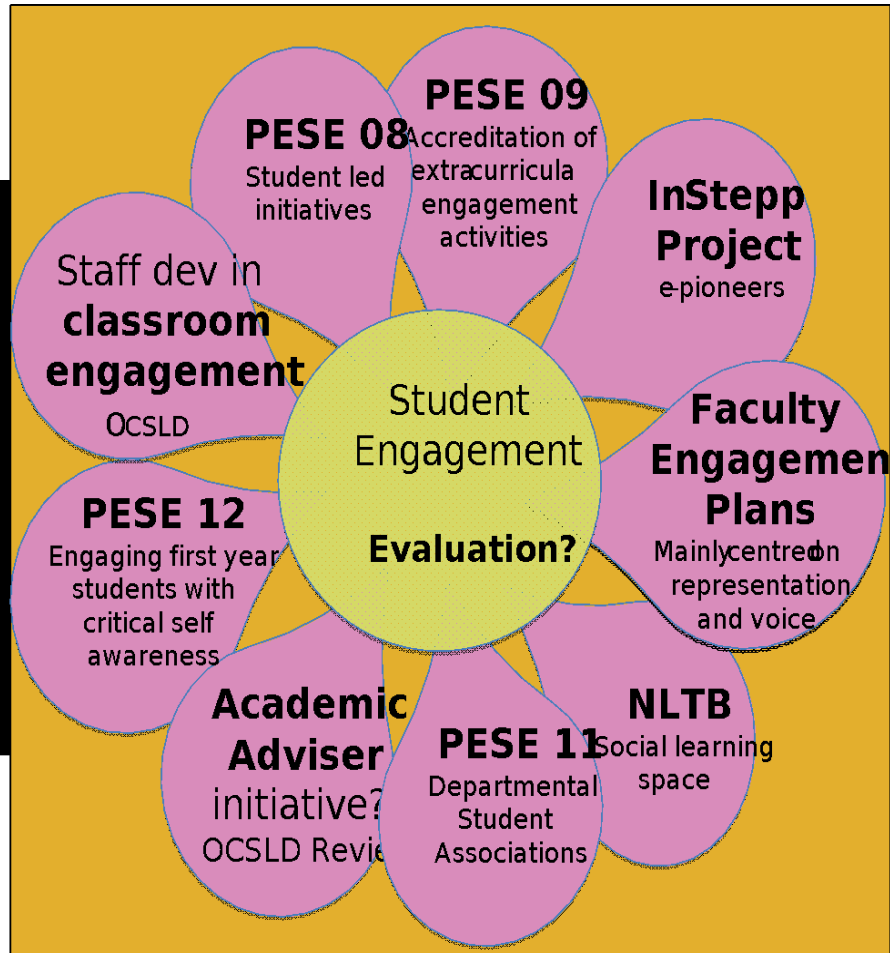
- Service delivery
- Facilities
- Transactional elements

Engagement type questions ask:

- Students' behaviour
- About how often
- About how much

TEL:

- Learning
- Cognitive change
- Transformational elements



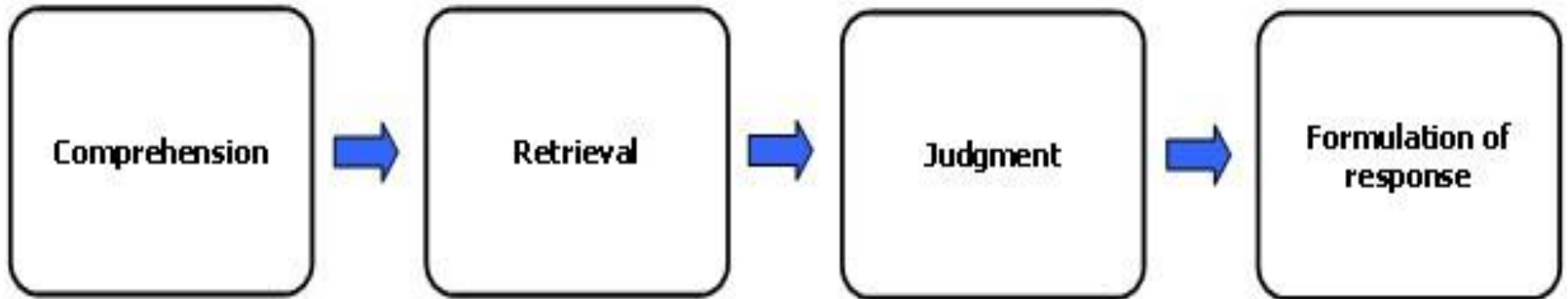
- Why choose engagement type questions?
- How do we decide on themes?

Cognitive Interviewing: what it is and how to do it

*Cognitive
interviewing in
a nutshell:
the 'puppy
word problem'
example
(Willis, 2005)*



Cognitive testing process



Cognitive interviewing techniques:

- The 'think-aloud' method
- The use of verbal prompts
(Willis, 2005)

Practice your Cognitive Interviewing

Activity 2

Use the script and test the questions

- Split in groups of 3

(1 interviewer, 1 respondent and 1 observer)

Keep notes of the responses - Be prepared to feedback

Sharing results from our cognitive interviews



- Cognitive interviews with 7 students (4 female, 3 male; 4 undergrad, 3 postgrad).
- Age ranges from 20 to 52.
- Interviews lasted between 45 to 70 min.
- Audio recorded and transcribed.

Results from our cognitive interviews

Before

- Actively engaging with issues of equity and social justice such as the reduction of prejudice, stereotyping and discrimination.
- Assessed your own work/your peers' work.
- Meeting the professional requirement of a role e.g. being assessed on professional skills, duties, behaviors, values or decision making.
- Indicate how many times has your Academic Adviser contacted you.

After



Results from our cognitive interviews

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- Actively engaging with issues of equity and social justice such as the reduction of prejudice, stereotyping and discrimination.
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- Considering issues of equality and fairness.

Results from our cognitive interviews

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After

- Considering issues of equality and fairness.
- Formally self-evaluated your own work/your peers' work.

Results from our cognitive interviews

Before

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- Indicate how many times has your Academic Adviser contacted you.

After

- Considering issues of equality and fairness.
- Formally self-evaluated your own work/your peers' work.
- Acquiring job or work related knowledge and skills.

Results from our cognitive interviews

Before

- Actively engaging with issues of equity and social justice such as the reduction of prejudice, stereotyping and discrimination.
- Assessed your own work/your peers' work.
- Meeting the professional requirement of a role e.g. being assessed on professional skills, duties, behaviors, values or decision making.
- Indicate how many times has your Academic Adviser contacted you.

After

- Considering issues of equality and fairness.
- Formally self-evaluated your own work/your peers' work.
- Acquiring job or work related knowledge and skills.
- Dropped.

The Brookes Student Engagement Survey

Required UK pilot scales:

HOL= higher order learning

CC= course challenge

AI= academic integration

CL= collaborative learning

Based on NSSE scales:

SB= sense of belonging

CE= co-curricular engagement

SD= skills development

Brookes scales:

AC= Assessment Compact

AA= Academic Advising

GA= Graduate Attributes

(AL= Academic Literacy

RL= Research Literacy

DL= Digital and Information
Literacy

GC= Global Citizenship

PL= Critical Self-awareness and
Personal Literacy)

Research Literacy Scale

During the current academic year, how much has your coursework emphasised the following mental activities? (Very much/ Quite a bit/ Some / Very Little)

RL1 HOL4	Evaluating or judging a point of view, decision, or information source
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During the current academic year, about how often have you done each of the following (Very often / Often / sometimes / never)

RL2	Identified, located and gathered information from a variety of sources e.g. online libraries and databases
RL3	Conducted your own research, using the methods taught in your programme of study?

How much has your experience at this institution contributed to your knowledge, skills and personal development in the following areas? (very much / quite a bit/ some /very little)

RL4	Using information you have gathered to make an argument or decision
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Digital Literacy Scale

Digital and Information Literacy (DL)

During the current academic year, how much has your coursework emphasised the following mental activities? (Very much/ Quite a bit/ Some / Very Little)

DL1	Critically evaluating digital sources of information
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During the current academic year, about how often have you done each of the following (Very often / Often / sometimes / never)

DL2 RL3	Identified, located and gathered information from a variety of sources e.g. online libraries and databases
DL3	Used technology to collaborate with others or engage with online communities e.g. wikis, online forums, discussion boards, <u>social media</u> .
DL4	Used technology to reflect on and record your learning? E.g. blogs, e-portfolios, <u>mindmaps</u> , <u>learning diaries</u> .

How much has your experience at this institution contributed to your knowledge, skills and personal development in the following areas? (very much / quite a bit/ some /very little)

DL5	Using technology in innovative and creative ways
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References

- Gibbs, G. (2010). Dimensions of quality. York: Higher Education Academy.
- Kuh, G. (2009). The National Survey of Student Engagement: Conceptual and empirical foundations. In R. M. Gonyea & G. Kuh (Eds.), *New Directions for Institutional Research* (Vol. 141, pp.5-20). San Francisco, CA: Jossey-Bass.
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