

# ‘I can’t get no (survey) satisfaction’: Eliciting and unpacking responses using creative evaluation methods

Sheffield Hallam University  
Student Engagement, Evaluation and Research

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## While we wait...

- What do you define as a ‘creative’ evaluation method?
- What do you hope to gain in using these types of methods?

# Outline of the workshop

- What are 'creative' methods?
- Caricatures and digital storytelling as evaluative methods
  - Focus of the evaluation
  - Why the method was used
  - Demonstration of example
  - Findings
  - Application of method
- Resources and publications

## The role of STEER

Student Engagement, Evaluation and Research (STEER) supports the needs of the learning community within Sheffield Hallam University and in the wider sector.

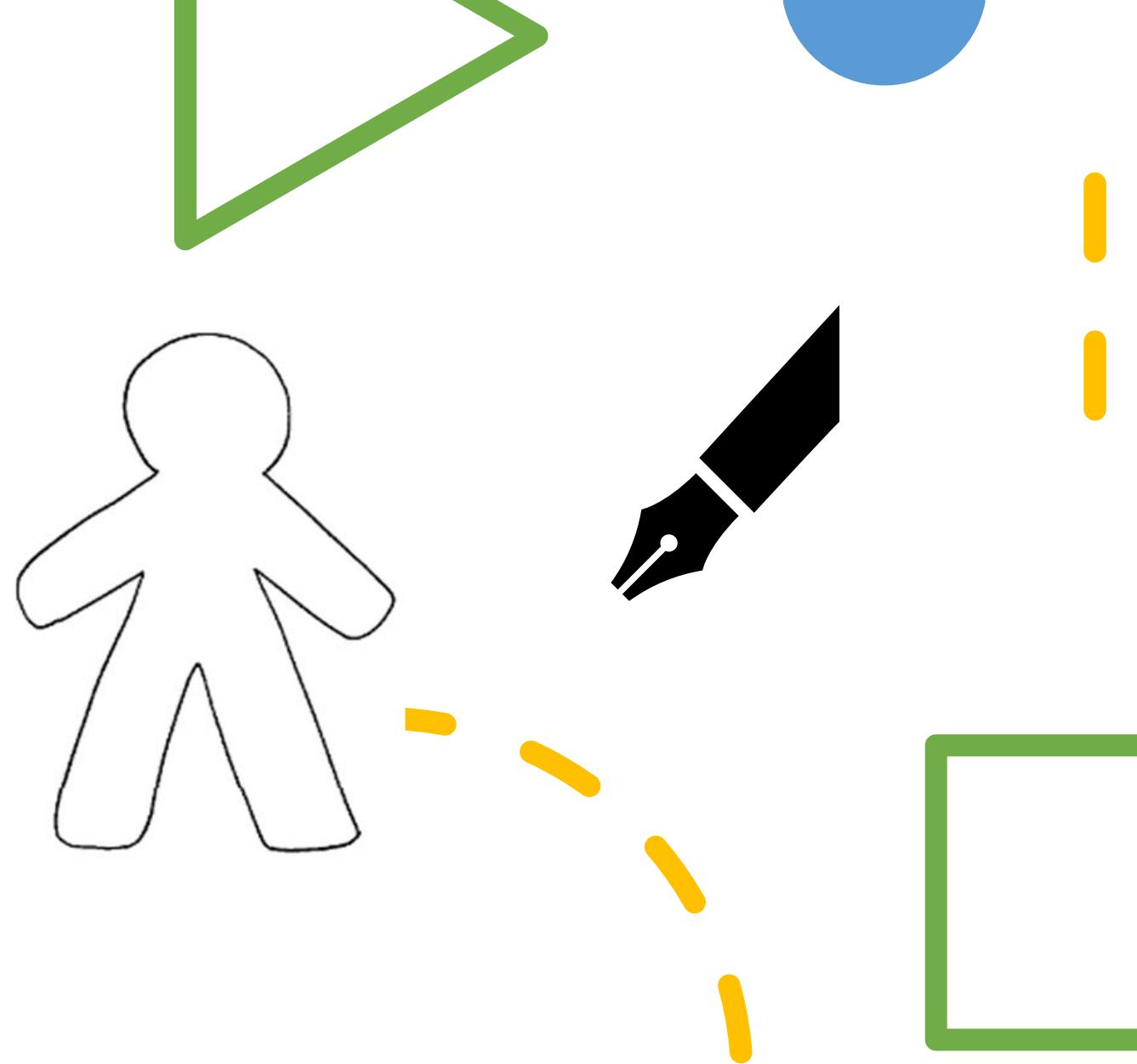
Within Hallam's Access and Participation Plan (APP), the institution has outlined its commitment to develop and maintain a more sustainable evaluative culture.



## Activity...

Using a pen and paper, draw what you think a **highly skilled evaluator** looks like. You can do this by drawing, collage or words...

See what you can come up with in **three minutes...**



## Participatory methods and research co-production



Activity: Using a pen and paper, draw what a highly skilled evaluator looks like...

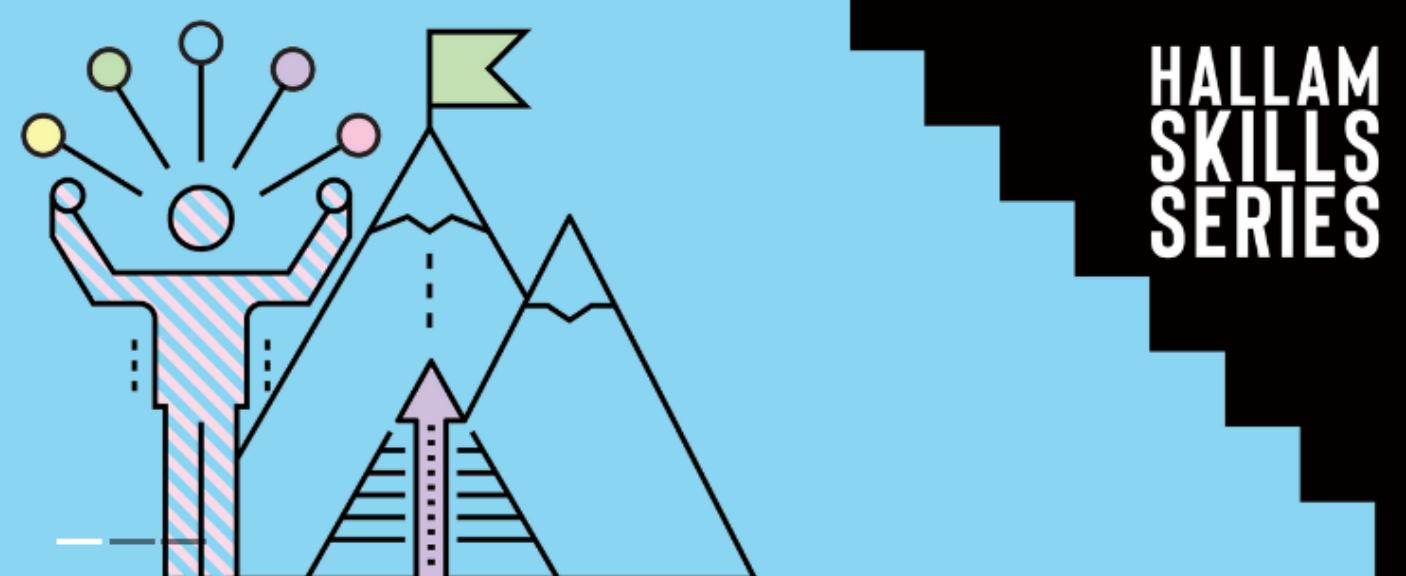
Three minute timer:

End

# DEVELOPING ESSENTIAL LIFE SKILLS IN STUDENTS AGED 13-16

**Sheffield  
Hallam  
University**

**heppSY**



## Case Study 1: Evaluation of a pre-16 skills development programme

### Context

A gap was identified in that non-academic skills were not being sufficiently developed in the current curriculum at schools in South Yorkshire.

Hallam Skills Series (HSS) is an initiative launched in 2019 to support essential life skills, starting in Year 9 all the way through to Year 11 involving 120 students across 4 schools. Five key skills were focused on.

### HSS should support students to

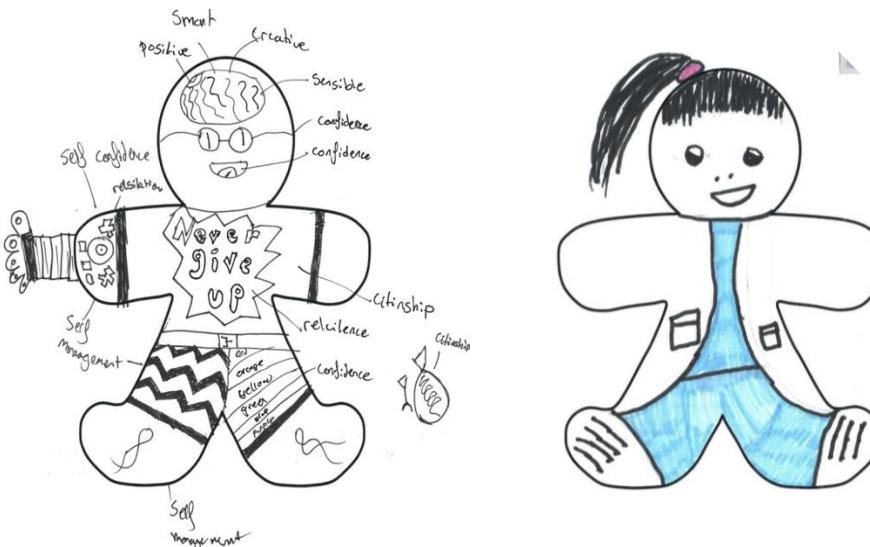
- be confident in their abilities and individuality
- reflect on their strengths and development
- succeed in learning, life and work

# Case Study 1: Skills development programme



## Methodology

A 'gingerbread' caricature was used as a pre & post intervention activity to: 1) capture participants' perceptions and understanding of the characteristics of a 'highly skilled' person; 2) ask participants to identify their strongest skill and area for development.



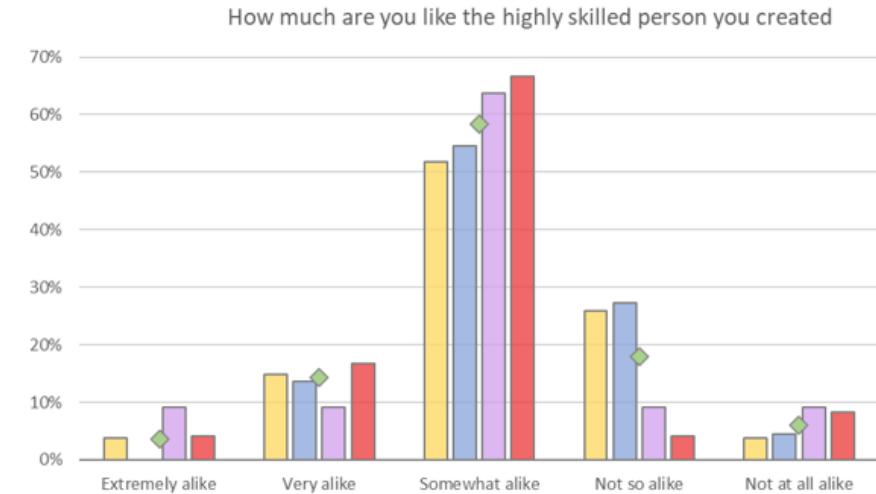
## Pedagogic Context:

- 'Thinking the unthinkable' within a safe space.
- Promotes creative collective thinking.
- Captures unintended consequences.

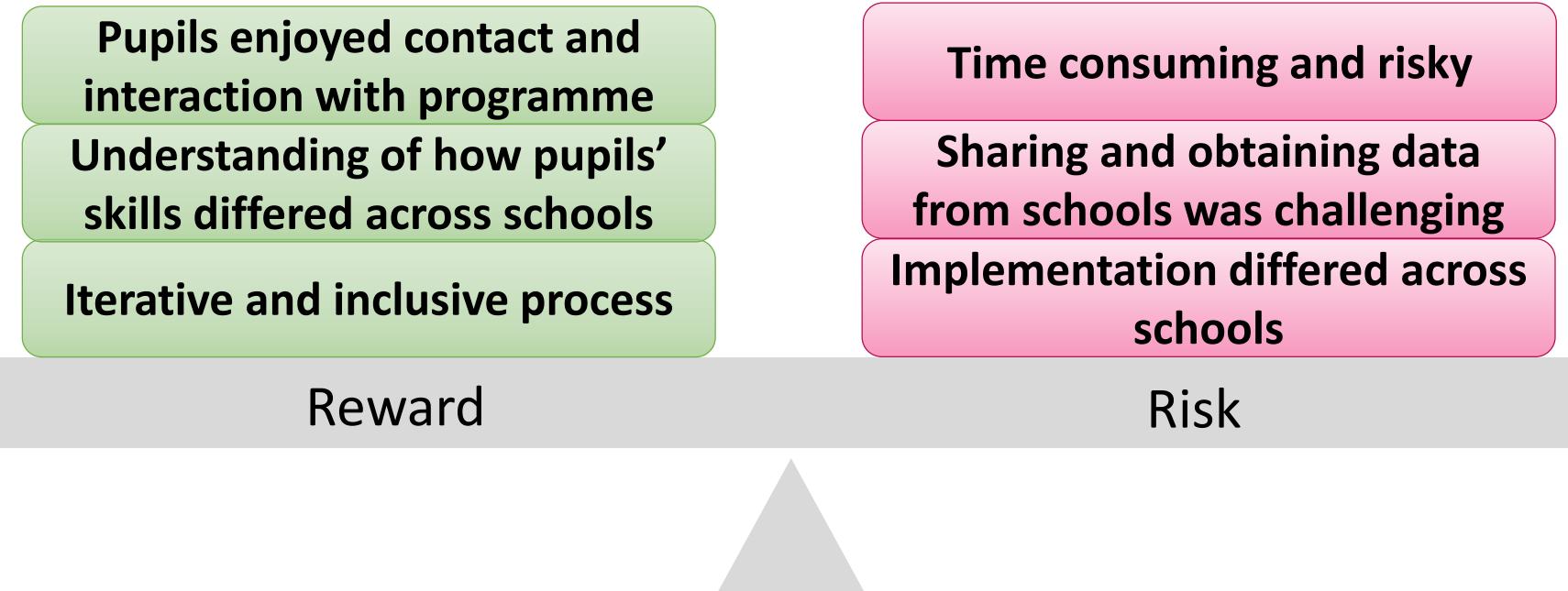
# Case Study 1: Skills development programme

## Findings at the current stage

- Understanding and framing of the five skills by the pupils differed from school to school
- Pupils identified a range of skills beyond those that were the focus of the programme
- Context and place impacted how pupils responded
- Annotation of the gingerbread person was used more than drawing.



# Case Study 1: Skills development programme



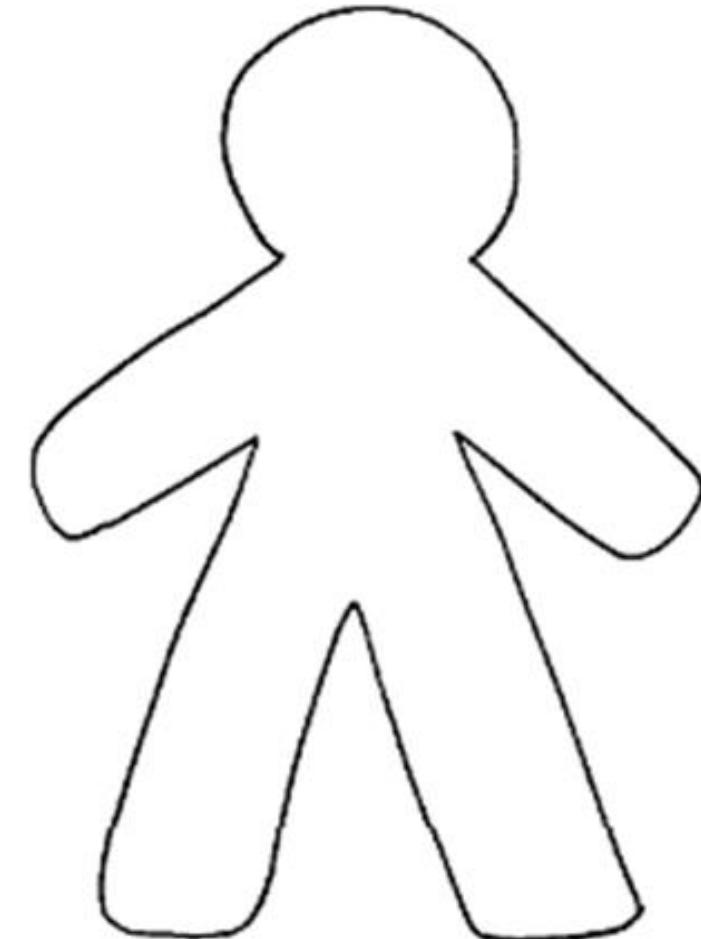
## Activity...

What did your drawing of a highly skilled evaluator look like? What characteristics did you identify?

Is anybody prepared to present their caricature to the rest of the group?

Why not tweet us your drawings?

#NERUPI      @SHU\_StEER



## Case Study 2: Student reflections on the pedagogy of transitions into HE using digital storytelling

### Context

The research focused on students from the Integrated Foundation Year in Art and Design (IFYAD).

Digital stories were produced by 65 IFYAD students as part of Personal and Professional Development (PPD). 17 gave permission for analysis.

### Evaluation Questions

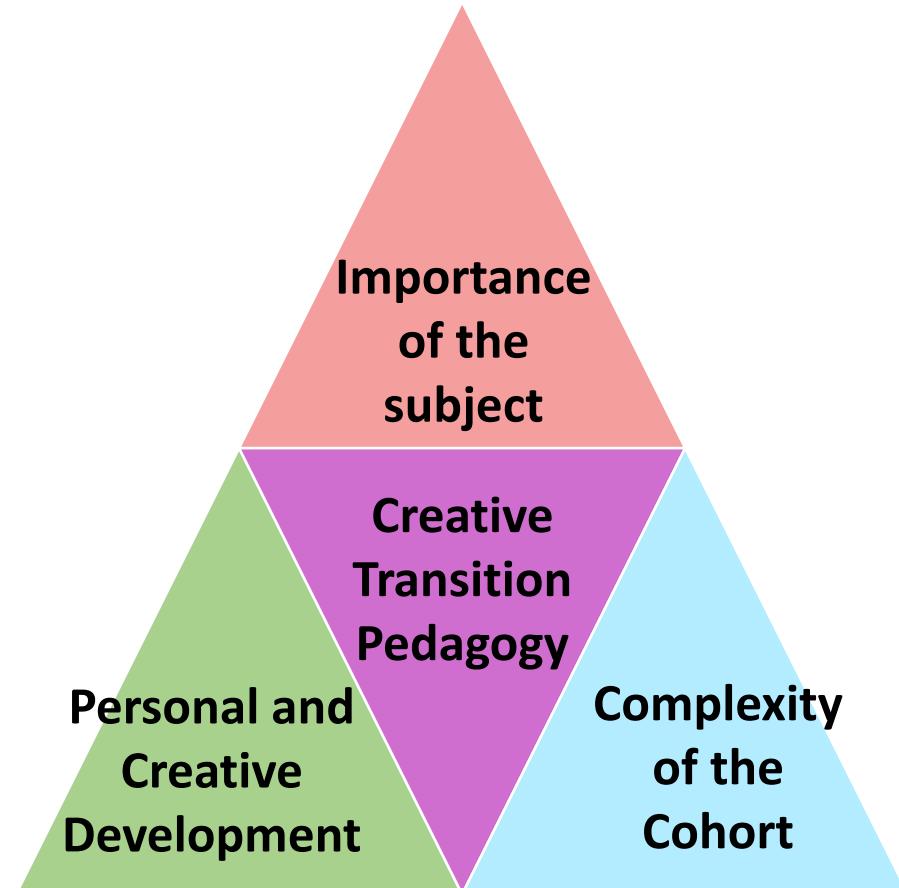
- Is digital storytelling an effective medium for student reflection?
- In what ways is the experience of IFYAD students unique?
- What does an effective pedagogy for IFYAD need to consider?



## Case Study 2: Pedagogy of transitions into HE

### Methodology: Digital Storytelling

- Developing personal narratives based on certain life experiences.
- Inclusion of audio narration, visual images and sections of text position this methodology as multimodal storytelling.
- Aims to empower and give voice to individuals or groups who are often overlooked in mainstream culture (counter-storytelling).



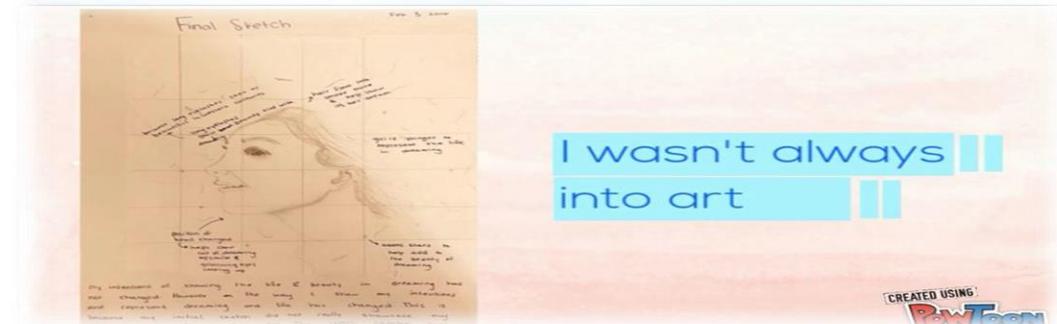
## Case Study 2: Pedagogy of transitions into HE

### Findings

- Student reflections covered a range of topics (e.g. development of self, identity, pedagogy and curriculum) and identified complex learning needs.
- The IFYAD offered flexibility, choice and a less restrictive pathway. The Foundation Year was important to help individuals' access higher education who would not have had the opportunity to otherwise.

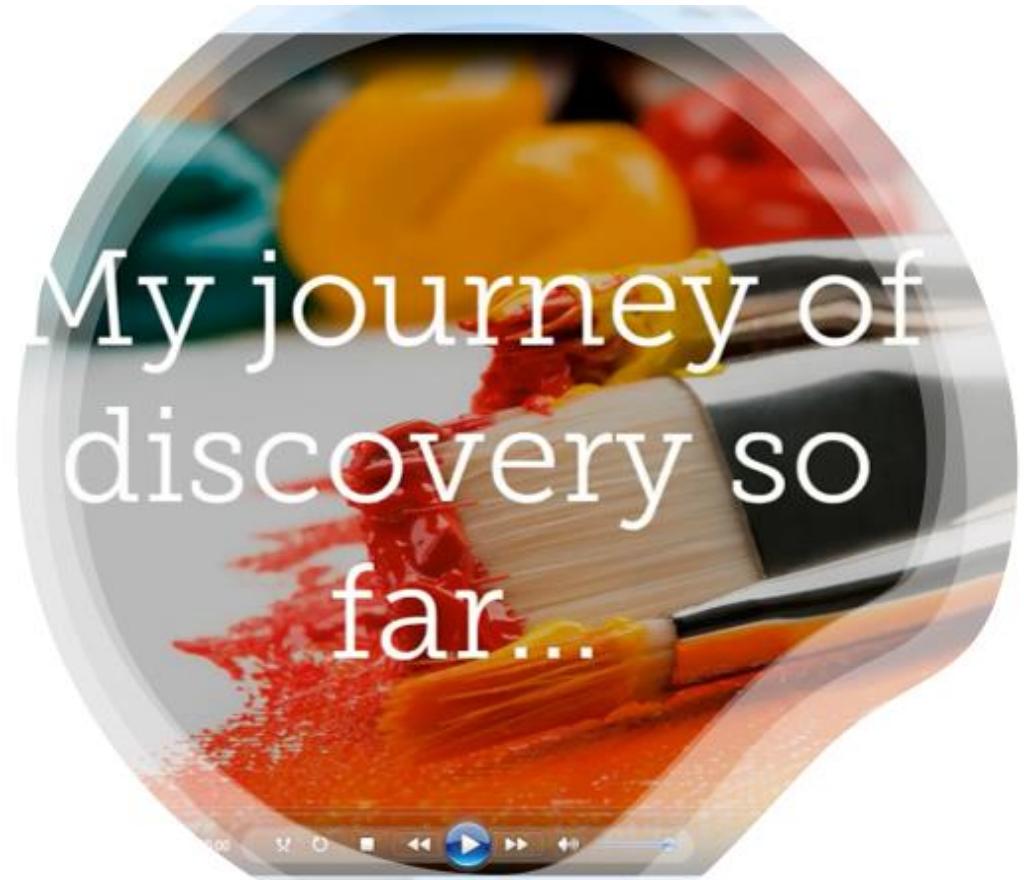
### Discussion

- Deeper level of reflection, high levels of autonomy and a context for development of practices.
- Explicitly showed how students received and experienced the curriculum.
- 'Transition as becoming' or in the Art and Design context a 'creative transition pedagogy'.



## Case Study 2: Pedagogy of transitions into HE

1. Watch the digital story from the transitions into HE project (3 mins)
2. Reflect on the content of the story.  
As a Module Leader evaluating your student's experiences, what would this digital story tell you?
  - Student transitions?
  - Student personal and professional development?
  - Curriculum design and pedagogy?



# How can these examples be applied?

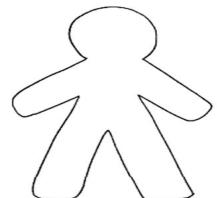
As alternatives to survey methods, and.....

## **Caricatures**

As evaluation and research methods...

Longitudinally to explore personal change (e.g. skills, leadership, learning gain)

Adaptable for the exploration of different topics (e.g. give people a picture of a building and ask them to draw their ideal organisation)



## **Digital Storytelling**

As evaluation and research methods...

As focus group prompts/activities....

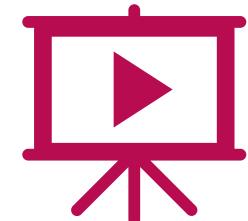
As research outputs.....

For relationship building for in online communities.....

As inclusive assessments.....

For student self-reflection....

As measures of student learning gain....



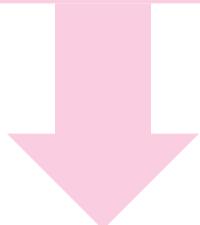
## Q&A and points for discussion

- How can these examples be applied to other aims of the NERUPI framework?
- What tools and methodologies have helped you to become a more innovative evaluator?

PROGRESSION CURRICULUM		STUDENT IDENTITIES	SKILLS CURRICULUM	KNOWLEDGE CURRICULUM
KNOW	CHOOSE	BECOME	PRACTISE	UNDERSTAND
Develop students' knowledge and awareness of the benefits of higher education	Develop students' capacity to navigate Higher Education sector and make informed choices	Develop students' confidence and resilience to negotiate the challenges of university life	Develop students' study skills and capacity for academic attainment	Develop students' understanding by contextualising subject knowledge



## Thank you for attending: Any further questions?



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## References and Resources

- Austen, L. (2018, February) 'It ain't what we do, it's the way that we do it' – researching student voices, WonkHE. Available at <http://wonkhe.com/blogs/it-ain-t-what-we-do-its-the-way-that-we-do-it-researchingstudent-voices>
- Austen, L., Pickering, N., & Judge, M. (2020). Student reflections on the pedagogy of transitions into higher education, through digital storytelling. *Journal of Further and Higher Education*, 1-12.
- Donnelly, A. (2020, May). Building an Evaluative Mindset: Evaluation Design [blog post]. Available at <https://blogs.shu.ac.uk/steer/2020/05/13/building-an-evaluative-mindset-evaluation-design/>
- Examples of digital stories are on the STEER blog site:  
<https://blogs.shu.ac.uk/steer/digital-storytelling-shu/>