Different types of questions

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Participation Interventions

Question Types
- Exploratory
- Predictive
- Evaluative (pre- and post-)
- Process

Exploratory: Learn more about a topic, probe on the main factors involved

How does participation in our activity affect students' attitudes?

E.g. Do you feel that x (e.g. the summer school) has positively or negatively affected you and if so how?

Open ended questions in surveys, Interviews and focus groups, Creative methods, Photo elicitation, Observational research

Predictive: Thinking about the potential future outcome of taking part in an activity

What difference does our intervention make to intention to progress in education?

E.g. As a result of x (e.g. the summer school) are you more likely to y (e.g. apply to university). What do you feel you achieved by taking part in this activity?

Post activity questionnaires and surveys, tests of knowledge and understanding

Evaluative (pre/post): Documenting impact against a measure

Does attendance at our activity increase students' HE confidence a measurable way?

E.g. How confident do you feel... (e.g. in your ability to progress to university) - repeated before and after participation in an activity

Pre and post questions, tests or surveys or other methods which use rating scales to quantify pre and post intervention changes (e.g. evaluation wheel)

Process: Understand the mechanisms at play in successful programmes

What are we doing that is working?

E.g. What's the best thing about this activity? How would you rate x,y,z?

Feedback forms, post activity surveys, interviews, focus groups

How do you capture the benefits for your participants?

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Type	Notes	Collection
Imagined Future	Beliefs about ability to succeed in a future situation (e.g. as a student)	Individual perspective from self-report measures)
Self-belief	Beliefs about ability to influence one's future (locus of control, mindset)	Individual perspective from self-report measures)
Engagement (e.g. with school)	i.e. motivation towards school work and relevant actions	Could be self-reported or include observation measures and reports from those close to the students
Application	Situating and adapting new information to better understand your world	Measures of achievement of tasks which demonstrate how learning was applied
Expertise	i.e. becoming knowledgeable about a topic or proficient in a skill	Objective tests or performance in study-related tasks
Social Networks	Social capital/networks and linkages	Finding out from participants or those around them

Application to the Nerupi objectives – an example


Level 4 – transition to higher education

HABITUS	STUDENT IDENTITIES	BECOME		Imagined future	Expertise	Social Networks
			Develop students' confidence and resilience to negotiate the challenge of university life and graduate progression	Positive induction into student life and the campus/environment at (name of HEI) Develop personal strategies for maximising the benefits of higher education	Becoming familiar with learning and teaching approaches in at (name of HEI)	With academic staff, other university employees and students Mutual support networks Academic and personal support mechanisms at HEI Information, advice and guidance at HEI

Application to the Nerupi objectives – another example

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Level 5 – student success in higher education

EDUCATIONAL CAPITAL	SKILLS CURRICULUM	PRACTISE		Expertise	Engagement	Application
			Develop students' study skills and capacity for academic attainment and successful graduate progression	Study skills, communication and language skills within formal and informal settings, skills to enhance future employability and develop the capacity to demonstrate skills to potential employers, digital literacy skills and capacity, interpersonal and group work skills and capacity to work collaboratively with others, capacity to utilise assignment feedback effectively to ensure continued academic development, understanding of their subject area, understanding of university marking schemes and assessment criteria	Consolidate their academic skills and develop a personalised strategy for skills acquisition	Develop capacity to apply existing knowledge to problem solving

Use of psycho-social measures in A&P – an emerging field
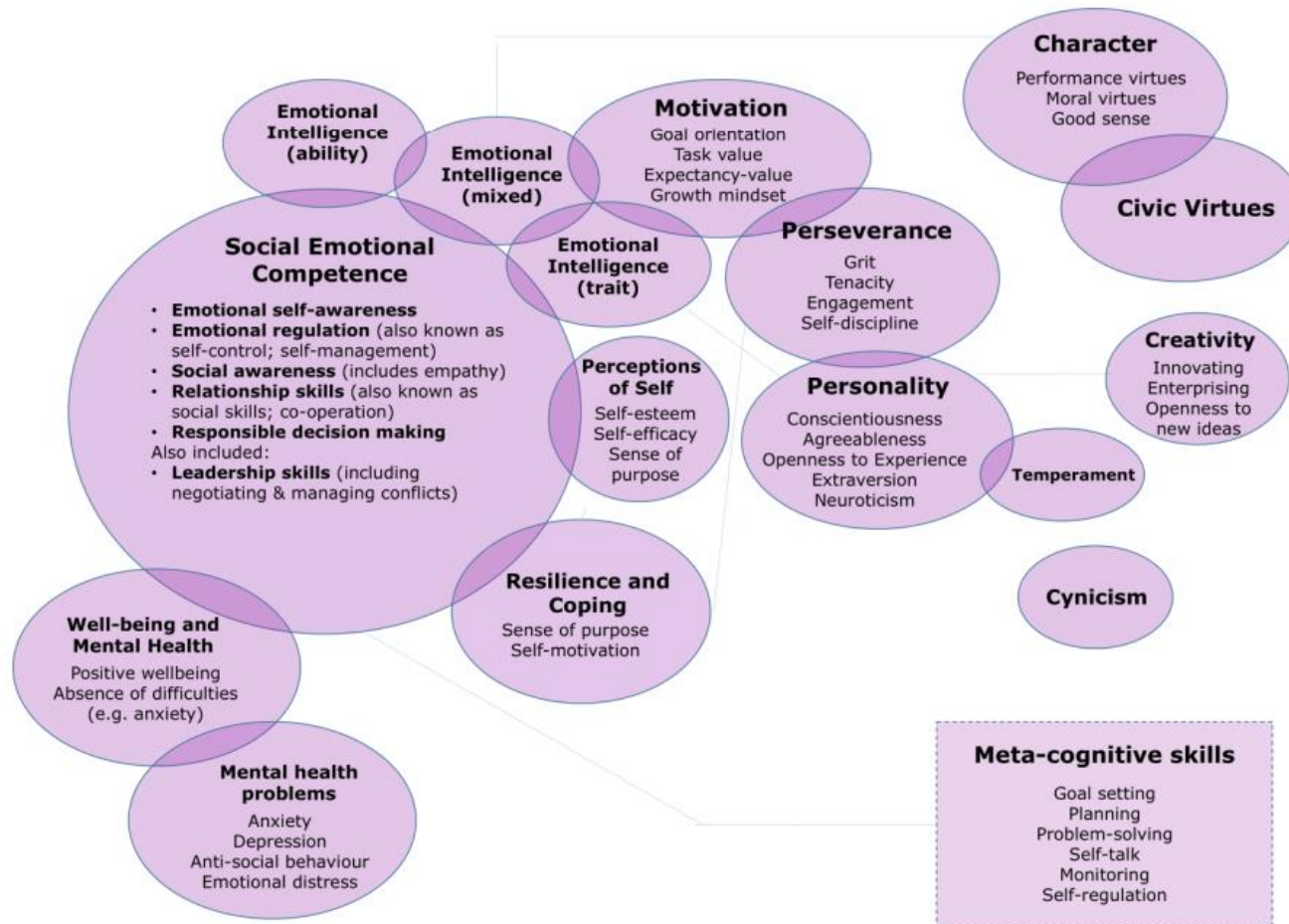
Wigelsworth et al
https://educationendowmentfoundation.org.uk/public/files/Evaluation/SPECTRUM/EEF_SPECTRUM_Guidance_Document_Conceptual_mapping.pdf

What makes a good measure

- **Quantifiable – objective rather than subjective**
- **Understandable – the 10 seconds test?**
- **Actionable – measures that you can actually impact**
- **Repeatable – ideally capture trends**
- **Timely – within scope**
- **Feasible – within time/resources etc**

What the question bank does

- **What the Question bank does:**
    - gives different suggestions relating to different learning aims mapped to the NERUPI framework
    - includes ideas for different types of evaluation questions
    - offers a format for different questionnaire designs (e.g. rating scales)
    - focusing on immediate/short term outcomes
- **What the Question bank doesn't do:**
    - measure progress towards the medium-long term outcomes and impact of the activity

What about structural benefits – the institution level changes?

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- **Institutional cultures:** How institutional values and ethos support access, teaching and learning (e.g. ethos of collaboration, equality and diversity, research culture, contribution of students), use of data and metrics

- **Staffing factors:** human resourcing (including student support roles), expertise and CPD of staff, framework of support and rewards

- **Delivery factors:** principles of design, processes for supporting innovation in pedagogy, participatory approaches, personalised learning/support opportunities, technological developments

- **Support:** student support and materials/resources, pastoral and academic factors, academic skills support/study skills, peer to peer approaches, identification of needs/targeting

Work in Progress....