Great Expectations: Students Drive The Change

UUSU Faculty Reps: Ciaran Chaney, Stacey Flynn, Kourosh Saadat
House Keeping

- If possible - Cameras On
- Stay muted while our speakers are talking
- Raise your hand or pop it in that chat if you'd like to speak

- Most importantly, ENGAGE & HAVE FUN
Look around you for something that’ll connect you to today’s conference
Perhaps it’s something relevant to Student Voice or our conference theme?

Post your photos on social media with the hashtag #DriveTheChange22 and tag us @uusu_reps

Be as random or as clever as you want to be…there’s prizes to be won!
Hello & Welcome
Grace Boyle, VP Education
Sustainability & The Student Experience

Odette Hutchinson, PVC Academic Quality and Student Experience
SUSTAINABLE FUTURES

Professor Odette Hutchinson
PVC Academic Quality and Student Experience
FULL DISCLOSURE
OUR NEW MISSION!

As a multi-campus university, we are transformative, unlocking the potential of people, place and partnerships to build sustainable futures for all.
OBJECTIVE
How does UU unlock the potential of students to build sustainable futures for all?

OBJECTIVE 01
What is sustainability?

OBJECTIVE 02
Why is sustainability important?

OBJECTIVE 03
What do you think I need to do to ensure that UU students and graduates are able to meet the challenges presented by sustainability (1) in their chosen field and (2) socially, economically and environmentally?
WHAT IS SUSTAINABILITY?

Definition

Always helps to check we are discussing the same thing!

The ability to be maintained at a certain rate or level.

The avoidance of the depletion of natural resources in order to maintain an ecological balance.

Meeting the needs of the present without compromising the needs of future generations.
HOW DID WE GET HERE?

IGNORANCE

INDIFFERENCE

IGNORED

EXPLOITED
What do I need to do?

To ensure that UU students and graduates are ready to meet the challenge of creating a sustainable future......?

Log on to Miro to share your ideas please!

https://miro.com/welcomeonboard/b25hUGNoZXRIUmxuUIVQWFB5ZHFFcUFvenjc3VVY0JSeWNuSWh4aVhOOVVsQTZXVTIjcE5adjhkbUJGY2E1MnwzMDc0NDU3MzY3MjY4NjYSNhE0?invite_link_id=262753685913
Thank you for sharing your valuable ideas, perspectives and feedback....
Student expectations during times of change

Avril Honan & Kevin McStravock
Student Expectations during times of change*

(*and how this impacts on you as a representative)

Avril Honan and Kevin McStravock
What do we know about student expectations?
Where do expectations come from?

Menti.com

Code: 25 50 26 5
Expectations formed by:

- Marketing brochures
- Cousins
- Mates
- TV
- Internet
- Fees
Expectations of Student Life throughout the academic lifecycle

**First Year:** Social opportunities, events, fun, transition support.

**Second Year:** Placement support, study abroad opportunities.

**Final Year:** Dissertations and Final Year Projects, Academic Support, Study facilities, Graduate Employment.

**Across Years:** Help when things go wrong, access to resources, assessment and feedback.
Not all expectations are academic.

ON-CAMPUS FACILITIES: SHOPS, FOOD ETC.

SOCIAL OPPORTUNITIES: EVENTS, CLUBS & SOCIETIES

PROFESSIONAL DEVELOPMENT AND EMPLOYMENT SUPPORT

MENTAL HEALTH SUPPORT
Are they the same for everyone?

How do expectations differ among:

- Mature students
- Student parents/carers
- International Students
- Students with disabilities
- Other cohorts
Then along comes......

- COVID

- And disrupts it all
What changed in HE?

LITERALLY EVERYTHING

WHAT WOULD YOU KEEP?

MENTI.COM

CODE: 25 50 26 5
How does this impact on you as a Rep?

How do you represent all of that!?!?
Kev’s Words of Wisdom......

Ensure you're making yourself available to everyone in the course and know your cohort.

Finding solutions may mean compromise, but the university has a role to play in this too.

Evidence is your strongest hand.

Your voice is influential – 97% of HE leaders say student expectations are driving change!
Some Resources that might be useful

- **UK Quality Code**: Sets out what one should expect from higher education institutions across all aspects of the student experience.
  [https://www.qaa.ac.uk/quality-code](https://www.qaa.ac.uk/quality-code)

- **Subject Benchmark Statements**: Describe the nature of study and the academic standards expected of graduates in a specific subject area.

- **Talking About Quality**: Supporting students to hold evidence informed discussions with their institutions about quality and value for money.
  [https://www.qaa.ac.uk/docs/qaa/guidance/supporting-student-discussions-on-quality-standards-value-for-money.pdf?sfvrsn=b649d381_2](https://www.qaa.ac.uk/docs/qaa/guidance/supporting-student-discussions-on-quality-standards-value-for-money.pdf?sfvrsn=b649d381_2)

- **Other Resources**: Visit [https://www.qaa.ac.uk/membership/resources](https://www.qaa.ac.uk/membership/resources) and sign up with your university email address.
Questions?
Emails – k.mcstravock@qaa.ac.uk
A.honan@qub.ac.uk
Comfort Break
Back in 10
Digital Learning

Andy Jaffrey, Head of the Office of Digital Learning
Student Voice Conference

Andy Jaffrey - Office for Digital Learning
WE ARE UU
WE ARE UU
Digital Learning Insights

- 33,000 active users in our systems Blackboard, Turnitin, Panopto, Collaborate Ultra, Studiosity
- > 178,000 assignments submitted and graded online in 2020/21
- All systems now in cloud-based services (Amazon Web Services) allowing us to scale to demand
- Pre-pandemic to now
  - Collaborate 20,000 mins a month to 22 million.
  - Panopto video 274,652 to 11,407,331 mins of content viewed.
  - Logins from 52 countries
  - Systems being accessed 365 days a year
- Multiple local and global partnerships including fully online distance learning
- 2014-2020 was managed innovation, 2020-2022 has been necessary, essential and forced innovation
What worked? What didn’t? What should we learn from the Pandemic teaching response?
Jisc Digital Experience Insights Survey

High ratings for
• quality of the online learning environment
• quality of online learning on their course
• how well UU support them to learn effectively online
• Online assessment and alternative assessment

Lower satisfaction for:
• Consistency of Blackboard modules
• How engaging and motivating online content is
• Opportunities to be involved with decisions
• Mobile responsiveness of platforms
• Social interaction opportunities
Positive Themes

- **Flexibility** – manage their time better, time efficiency, fit learning around other commitments (paid work, caring responsibilities), freedom, control, independence, own pace, less constraints, choice, multitask, less stress, concentrate better, work/life balance.

- **Access to recorded lectures** – re-watch, review, revise, re-listen, especially when problems, clears misunderstanding, not miss parts, catch up, view at different speeds - tailor for my needs, removes stress from live class.

- **No travel** – no commute, save time and money, convenience, comfort of own home, lower carbon footprint, more time to focus on study.

- **Accessible, inclusive, and safe** – able to participant when they couldn’t on campus (sick, disability, CEV or live with CEV person, caring for others, isolating, dependants isolating, caring responsibilities), covid safe, less stressful.

- **Access learning 24/7** – anytime, anywhere, independence, own pace, own time, deeper thinking, guest lecturers from around world, marks.

- **Easier to engage online** – ask questions in chat box, interactive, feedback from tutor and peers, online presentation less stressful, regular quizzes, availability of lecturers.

- **Online Assessment** – move away from written examinations, alternative assessment, authentic assessment.
Negative Themes

- **Lack of social interaction** – isolation, apart, harder to make friends, harder to talk to peers, lack of personal conversation, harder to build relationships, less sense of community, disconnected.

- **Lack of social learning** – less interaction/engagement with class, harder to communicate, harder to ask questions, difficult to participate in discussion, harder to engage with lecturer 1-2-1, group work harder, less peer support.

- **Harder to focus** – easily distracted, lack of motivation, harder to learn, less stimulating, not a learner friendly space at home.

- **Poor wifi connection** – internet connection, data costs.

- **Access/ technical issues** (VLE and devices) – poor audio quality, hard to find materials on Blackboard, late upload of materials, outdated info, lack of tech ability, no or unsuitable device/hardware, harder to access via smartphone.

- **Miss on-campus experience** – not getting full university experience, miss on campus facilities.
Let’s explore some themes together
Future developments

• Focus on alternative forms of assessment
• Enhanced, and active, campus experience by making better digital learning resources available online
• Better integration between systems (Blackboard/Teams)
• Improved mobile experience
• Standardisation and templates
Assessment & Feedback

Professor Colin Turner, Director of the Centre for Higher Education Research and Practice
Mental Health Campaign Feedback
Time for Questions!

1. Scan the QR Code to the right
2. Think of a question
3. Submit your question
4. Await the Response

Note: Questions will be screened first

Code: 5787 7097
Drive The Change Challenge

Arlos enjoying listening in to the Student Voice Conference today with my earphones that keep me connected!
Coming Up for Reps

- Your next SSCC meetings
- Conference Nominations
- Edge Submissions 31st March
- Look After Your Mate Training
- Rep/Staff of the Month
- LTAs Nominations open
  21st March
Thank you for joining us today

See you Next Time!