

''Data Delving: Engaging Staff in Student Experience Data'

**Case Study: National Student Survey and Appreciative Inquiry**

The National Student Survey (NSS) workshop used an appreciative inquiry model to create a supportive and interactive forum in which Course Leaders from across the University could use their NSS data to share good practice and ideas for success, consider improvement strategies and design tangible actions with measureable outcomes to enhance course experience for all their students.

# Appreciative inquiry consists of five stages

Define - asks participants to define what is to be evaluated. It is crucial for participants to contribute to this stage as it is both empowering and gives them a sense of control and ownership

Discover - asks participants to discuss the best things about the practice under evaluation

Dream - asks participants to dream about their perfect scenario, for example what would your perfect course be like in a perfect world. We ask participants to think big!

Design - asks participants to action their dreams by designing their best course

Deliver - asks participants to make plans about how they would deliver their design, what resources would they need, and, perhaps most importantly, how will they evaluate their design*?*

The session should last about three hours and needs a facilitator for each stage to help prompt and lead the discussion. Use the prompt sheet for the relevant stage to initiate conversation and blank sheet(s) to record key messages. Each stage should last for approximately 30 minutes. Try to steer the group away from negativity by using the **Free Parking** sheets. These are used to record important issues that need to be noted by all but which cannot be given priority in this workshop*.*

# Define stage

What makes a satisfied student? Appreciating what your students are saying to design course improvements and build and sustain excellence

## Facilitator Prompts:

* What aspect of the NSS would you like to focus on today?
* What is the student population like on your course?
* What is the purpose/outcomes of the course?

# Discovery stage

Telling everybody about the best characteristics of your current course

## Facilitator Prompts:

* What do your students say that is positive about the experience?
* What do you think that your course does really well?
* Why does that happen?
* Do you have any positive areas in common with other course teams?
* Any learning that can be shared with others interested in enhancing good practice?

# Dreaming stage

Envisioning what your finest course experience looks like

## Facilitator Prompts:

* What do your students say that could be done to make your course even better?
* What do you think that your perfect course looks like?
* Why is that exciting?
* Is your vision shared with others?
* Does your perfect course look like others in the University?
* Any learning or ideas that can be shared with others interested in enhancing good practice?

# Designing stage

Realising and sustaining your vision

## Facilitator Prompts:

* What can you now do to bring your vision to life?
* Who can help you?
* Do you need to think or do something differently in light of anything you have heard today?
* If so, why is that exciting?
* How can you get others to buy-into your vision?
* Any learning or ideas that can be shared with others interested in enhancing good practice?

# Delivery stage

Identifying ways of knowing what works in practice

## Facilitator Prompts:

* How will you know that your design is working effectively?
* What kinds of evidence will you need to gather or create?
* Who can help you?
* If so, why is that exciting?
* How will you measure and share progress?
* How will you share any learning from doing and how will you learn about innovations or good practice with others?

# Free Parking

Things we need to note as important but don’t need to prioritise at present

## Key Issues:



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