On-demand Session Abstracts

Using MEQ feedback to enhance practice: How has the move to online teaching influenced enhancement activity in response to the student voice?
Joanna Carter, University of Hull

This session will put a spotlight on enhancement opportunities identified by teaching staff at the University of Hull as a result of their reflection on Module Evaluation Questionnaire (MEQ) feedback. To innovate our approach to evaluating the student voice, our analytical attention has turned to the reports staff produce to directly provide students with a response to their feedback. With a specific focus on the proposed action that will be taken as a result of feedback, insights about enhancement themes are emerging. We will consider whether, even in light of the Coronavirus pandemic, enhancement priorities are really changing over time.

Gathering students’ experience of learning online: What the data from Jisc's digital experience insights 2020-21 student surveys is telling us
Ruth Drysdale, Jisc

With the continued pandemic, and the requirement of students in further and higher education to continue to learn remotely, it is essential that we have mechanisms in place for gathering feedback on their experiences. It has never been more important to listen to the student voice and to work as partners with students to ensure their digital experience delivers what they need and shapes the digital future of the students that follow.

Engaging students (and staff) at a distance: How Cardiff Met handled more student feedback in a virtual environment
Louise Davies, Cardiff Metropolitan University

This session, whilst acknowledging the challenges faced, will focus on the positives of an increase in speed and capacity that a virtual environment has provided us with as a Student Voice and Engagement Team. Adapting to working in an online environment has meant decisions are made faster, reaching more members of staff and gathering feedback at speed. We ran a series of pulse surveys to track 'student feeling' over the course of the year, providing invaluable data as to how students are feeling towards their rapidly changing student experience. In addition, we were able to collaborate with students on 'feel-good' projects.

The 'Pulse' of online learning: Using 'pulse-surveys' to rapidly engage with the student voice
Dr Emma Smith, Liverpool John Moores University

The need to rapidly capture the experiences of students during the pandemic prompted the search for new ways of communicating with students, to encourage dialogue and provide a space where students could freely share their views. In this presentation we share our
experiences of adopting a new engagement tool, Bluepulse, to continuously capture feedback about the successes/challenges of online learning. A bi-weekly 'pulse-survey' was administered using an iterative process where questions were informed by the emerging themes from previous questions. Outcomes were used to inform recommendations to academic and support teams, shaping teaching and learning strategy in these challenging times.

**Using learning analytics data to support an active Coronavirus call campaign**

*Ed Foster, Nottingham Trent University*

In Summer 2020, Nottingham Trent University used data from the NTU Student Dashboard as the underpinning framework for a targeted telephone campaign. The call campaign targeted students who appeared to have largely disengaged from learning during the first two weeks of the first lockdown. Without data from this learning analytics resource, it would have been far harder to target support effectively. The session will explore the use of data for targeting support and how feedback has been used to deliver a subsequent calling campaign.

**An organisational approach to capturing the end to end experience: A case in best practice from a premium service provider**

*Nilesh Lathia, QUALETIC*

The NSS is representative of more than the learning experience. To create positive, lasting memories for our students, and enhance the organisational reputation, we need to take a holistic approach where student experience strategies drive all areas of our organisation processes and practice. This presentation explores a case study at American Express Europe - known as a premium service provider in their sector - who were faced with internal metrics suggesting good performance against set measures and objectives, whilst customer survey results and feedback indicated displeasure, supported by attrition data. Amex undertook a transformational change programme which ignored and cut across paradigms to propose changes that enabled the company to surpass customer expectations.