

3E Challenging the dominance of the Standardised Evaluation Questionnaire (SEQ): the case for direct & formalised dialogues

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The 2011 White Paper on Students at the Heart of the System emphasised the need for 'effective use of student surveys and other evaluations to be at the heart of a continuous process of improving teaching quality' [BIS 2011, p34]. Whilst the use of standardised evaluation questionnaires (SEQ) to make broad comparisons of learning experiences is widespread, there is a growing recognition that other approaches that provide richer qualitative feedback can play an important part in complementing survey approaches [Darby, 2007]. With increasing use of the SEQ to make judgements on the learning experience (at either an institutional, programme or module level) the presentation contends that the prominence of the 'one-size-fits-few' approach that SEQs present needs to be challenged.

This workshop will focus on the use of the Nominal Group Technique [Chapple & Murphy, 1996 & Fox, 2007] as a dialogue based approach which on its own can serve as a useful set of opportunities for formally and directly engaging with learners about their experiences but can also serve as a useful adjunct to SEQs. In terms of content, the workshop will provide a 'big-picture' view of evaluation; review some sector / institutional contexts for evaluation; explore key elements of the NGT process and review key merits / limitations of using NGT for enhancement purposes. It is envisaged that a large part of the workshop will be given over to an exploration by session participants (modelling key aspects of the NGT approach) on their perceptions about the applicability of NGT to their areas of practice / subject disciplines.

References

Chapple, M. and Murphy, R. (1996) the Nominal Group Technique: Extending the Evaluation of Students' Teaching and Learning Experiences, *Assessment and Evaluation in Higher Education*, Vol 21, No 2 1996, pp 147-162.

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Fox, W.M. (2007) The Improved Nominal Group Technique (INGT), *Journal of Management Development*, Vol 8 No 1, 2007, pp 20-27.