From Cinderella to Queen Bee: Student Experience Research

Launch of the Student Access and Experience Network
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Dr Camille Kandiko Howson
Associate Professor of Education
Centre for Higher Education Research & Scholarship
Imperial College London
@cbkandiko
Overview

• Reflecting on a decade of the Student Experience Network
• Students’ agency and HE research
• From “the student experience” to “students’ experiences”
• Political context and move to access, participation and completion/success
SEN events (2011-12)

- What is the student experience?
  - The impact of national context on student experience. A comparison of France, Sweden and the UK. Student Charters: formalising consumption?
  - What’s wrong with the student experience?
  - The politics of student voice and public information. Twenty Years of Student Satisfaction Data

- Students at the heart of a heartless system? - Shaping relationships in Higher Education
- Internationalisation and Marketisation of the Undergraduate and Postgraduate Student Experience
- Bricks, Bed & Higher Education: The Transformation of Student Accommodation in Britain
SEN events (2013-16)

• Transition In Theory And Practice
• Class Dismissed? On Habitus Transformation and Hidden Injuries of Successful Working-class University Students
• Laddism and Higher Education
• Student Unions and the Changing Nature of Student Leadership in the UK
• Students and Politics
• Black & Minority Ethnic Student Experience and Attainment Seminar
• International Students: Transition, Belonging & Support
• Engaging with Engagement Data: Education, Enhancement and Excellence
SEN events (2017-19)

- Exploring a sense of belonging’ and why it matters in higher education
- Beds, Bricks & Higher Education (II): trends and issues in student residential accommodation
- Alumni engagement in Higher Education
- Getting Personal: Conceptualising and Understanding Personal Tutoring
- Perspectives on understanding the relationship between Intersectionality and the Student Experience in Higher Education: How might it inform our research and our educational practice?
- What makes for REF-able pedagogical research?
- Learning Gain: Different perspectives
- Eliminating Inequalities: Staff and students working in partnership to tackle differential outcomes
Seven Principles of Good Practice in Undergraduate Education

- encourages contact between students and faculty,
- develops reciprocity and cooperation among students,
- encourages active learning,
- gives prompt feedback,
- emphasizes time on task,
- communicates high expectations, and
- respects diverse talents and ways of learning.

(Chickering & Gamson, 1987)
Student experience data approaches

- **Consumerist**: Satisfaction data (NSS; HEPI)
- **Teaching and learning**: Engagement data (NSSE; UKES; UniHow)
- **Enhancement and evaluative**: Internal data (Module evaluation; bespoke surveys)
- **Regulatory**: Student outcomes data (NSS; continuation; employment outcomes; LEO salary data)
- **Empowerment**: Students as owners and actors of their data (student information and learning analytics data)
Student engagement and voice research

• Research about / with / for / on students

• Researching student outcomes
  – Student engagement
  – Learning gain
  – Graduate outcomes/LEO

• Student researchers and student data
Policy: ‘Students at the heart’ to APP

- From block funding to funding following students
- End of student number controls
- Funding linked to satisfaction, retention/completion (in total and across student groups)
- Funding and registration linked to access and participation
- Future: funding linked to student salaries?
Conclusion: Student experience research

- Shift in prestige (follow the ££££)
- Increased funding for access and participation evaluation and research
- Eligibility of pedagogic research for QR funding (impact on students)
- From monolithic ‘the student experience’ to interest in “students’ experiences”
- Professionalisation of managing student services and support
- From representational student voice to students as co-researchers/partners
Engage Students!

- Challenge students
- Support students
- Inform students
- Seek, ask and report on feedback
- Provide opportunities for students
- Hold students responsible
- Work WITH not FOR students
Thank you!

Dr Camille Kandiko Howson
c.howson@imperial.ac.uk
@cbkandiko