

Evaluation Strategy: stage one (2008)

This three-year project will develop and disseminate materials for an inclusive learning and teaching environment for Higher Education students, drawing upon successful strategies for those with SpLDs. It will demonstrate the value of this practice for all ability HE students.

The evaluation strategy investigates whether the project is meeting its objectives and outcomes.

These are:

- O1 To investigate effective teaching and assessment of SpLD students through analysis of the AchieveAbility Project and teaching in Art and Design.
- O2 To consult with the AchieveAbility network, and other stakeholders, and to develop guidelines and tools for all participating lecturers to incorporate these approaches.
- O3 To apply this understanding to module design in a wider range of subjects, working with at least 3 modules in each institution (in both Art and Design and other curriculum areas).
- O4 To design a range of aligned assessments in these modules, equally suitable for the needs of SpLD and other students.
- O5 To validate and deliver these modules and evaluate their effectiveness in the context of effective learning opportunities for all students.
- O6 On the basis of this evaluation, to refine the teaching, learning and assessment approaches for an inclusive curriculum and redesign the supporting materials.
- O7 To incorporate these materials into staff development provision.
- O8 To disseminate the outcomes widely in the HE sector.
- O9 To manage the project effectively and within budget.

The project will deliver:

- At least nine modules modified to enhance delivery to SpLD students as an embedded part of the curriculum, including aligned assessments.
- Evaluation of the provision to provide a model for an inclusive curriculum for HE, suitable for all students.
- A report identifying good practice in HE teaching, learning and assessment for dyslexics.
- Staff development materials for use in HE, piloted and evaluated with a guide to using these materials with new and established staff.
- Interim and final dissemination conferences.
- An ongoing network of HE experts.

Evaluation requires detailed feedback from staff and students. It will consist initially of the following activities (more will be added in stages two and three):

1 - Focus Groups

PMG agreed that there will be 1 focus group in each module;

- to include 10 students
- running an third of the way through each module and at the end of the module
- including the same 10 students each time
- organised by the module leader
- facilitated by the academic coordinator

2 - Learning style questionnaires

PMG agreed that the learning style questionnaire would be distributed and completed by students at the beginning of the module.

3 - Open ended questionnaires

PMG agreed that open ended questionnaires will be distributed and completed by all students a third of the way through the module, before the midway focus group.

4 - Scale questionnaires

PMG agreed that scale questionnaires will be distributed and completed at the end of the module, before the last focus group.

5 - Staff Questionnaires

PMG agreed that staff involved will complete a staff questionnaire.

6 - Tracking student marks

PMG agreed that the academic coordinators will track the marks of the 10 students in the focus group for each module. PMG agreed that the student tracking results sent back to PMG must be anonymous.

7 - Student In-depth Interviews

PMG agreed that 1 student from each module should have an in-depth interview. The interview will be conducted the Academic coordinator in June/July of year one. The recording of this interview will be sent to the project administrator for transcription.

8 - Staff In-depth interviews

PMG agreed that all staff involved in the first year of the project will be interview by KH or DP in June/July of year one. The recording of this interview will be sent to the project administrator for transcription.

9 - Student Self Assessment

One module from UoW and one module from NSAD

The module leaders will log the active engagement each week of 10 students from each group on a scale of 1 - 5; the 10 students involved must not be part of the focus group.

In stages two and three (which will evaluate the second and third years of the project), evidence will be sought of any changes in the student learning journey. The outcomes of action research in each institution will be examined, along with the synergy between the three partners. Project events (such as staff development sessions) will be evaluated, as well as project publications.

Module time line of evaluation activities

Module time	Evaluation method	Target	Action	Notes
Start of module	Learning Style Questionnaire	All Students	Distributed by module leaders	
1/3 way through module	Open ended questionnaires	All students	Distributed by module leaders	
½ way through	Student focus group	10 students	Organised by module leader Facilitated by academic coordinator	Transcribed by module leader or coordinator
2/3 way through module	Scale questionnaires	All students	Distributed by module leaders	
End of module	Student Focus groups	10 students (same group as previous focus group)	Organised by module leader Facilitated by academic coordinator	
	In-depth student interviews (recorded)	1 student from each module	Conducted by academic coordinator	Transcribed by Project Administrator
	Staff questionnaires	All staff - module leaders and coordinators	Distributed by PMG	
	In-depth staff interviews (recorded)	All staff - module leaders and coordinators	Conducted by Project Director and/or Project Development Manager	Transcribed by Project Administrator

Incurriculum 2008/09 schedule of events at DMU

- Week 3 (w/b 13 Oct)** Learning styles questionnaire – we propose to use the VAK, but suggest people use their own favourite (the main purpose being to encourage students to think about the issues)
Individual student interviews ('Individual student interview pre course')
- Week 10 (w/b 1 Dec)** Open-ended questionnaires ('Student feedback form 1')
Student focus groups ('Focus group questions')
- Week 25 (w/b 16 Mar)** Scale questionnaires for students ('Student feedback form 2')
Student focus groups (new question list to be devised)
Staff questionnaires ('Staff feedback form')
- Weeks 26 and 27 (w/b 23 and 30 Mar)** Individual student interviews ('Individual student interview post course')
Staff interviews (question list to be devised)

The two items listed as 'to be devised' will be drawn up in the light of research data analysis and circulated to all.

Students may need support after the learning styles session. It is important to be able to supply a pointer as to where to find it (e.g. your learning support or study skill team).