

Student Engagement Chat

May/June 2020 - Report

Reviewing what student
engagement in decision-making
means to students and staff in
higher education across Ireland



**National Student
Engagement Programme**
Clár Rannpháirtíochta Náisiúnta
na Mac Léinn

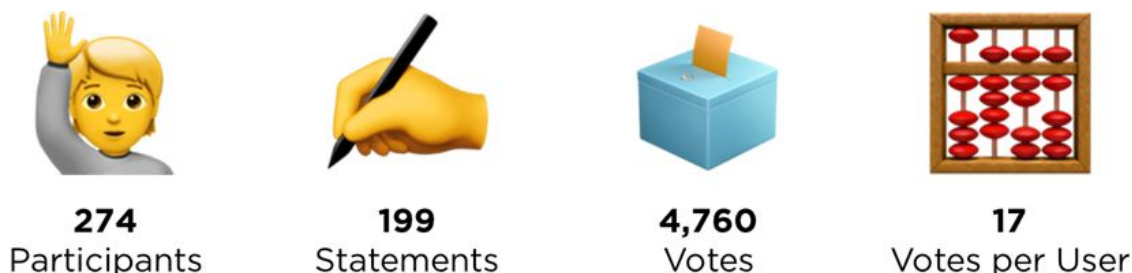
OpinionX

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OVERVIEW

NStEP launched an open-survey on OpinionX on Thursday May 21st for 14 days until Thursday June 4th 2020. The discussion aimed to crowdsource opinions on student engagement in Ireland in order to inform an updated national student engagement framework.



OpinionX is an 'open-survey' which means that participants not only submit their written opinion statements but also vote on each others' submissions and see a real-time report of all results throughout. Participants were presented with a [short video](#) and the following list of prompting questions:

At NStEP we are reviewing what student engagement in decision making means to both students and staff. The current framework and 10 Principles of Student Engagement need to be revised to ensure that we can continue to support real and authentic student-staff partnership.

Here are some questions to think about when taking part in the Chat!

- *What principle or principles best describes student engagement to you, and why?*
- *As a student or staff member in higher education, from your experience what best supports meaningful and authentic student engagement?*
- *How can students be supported to become active participants in decision making within higher education?*
- *How can staff be supported to engage and partner with students to create change?*
- *Can you provide some good examples of collaboration between students and staff that improved higher education in your experience?*

The 10 Principles of Student Engagement are consistency of values, feedback, students as co-creators, professionalism, student as partner, inclusivity and diversity, collegiality, transparency, democracy, and self-criticism.

NStEP works to support student engagement in decision-making across four domains or areas of higher education, which are teaching and learning, quality assurance, governance and management, and student representation.

How to read the graphs:

Each graph contains one user-written statement. Below, you can see a sample statement from the Representation section (Topic 11) of the report.

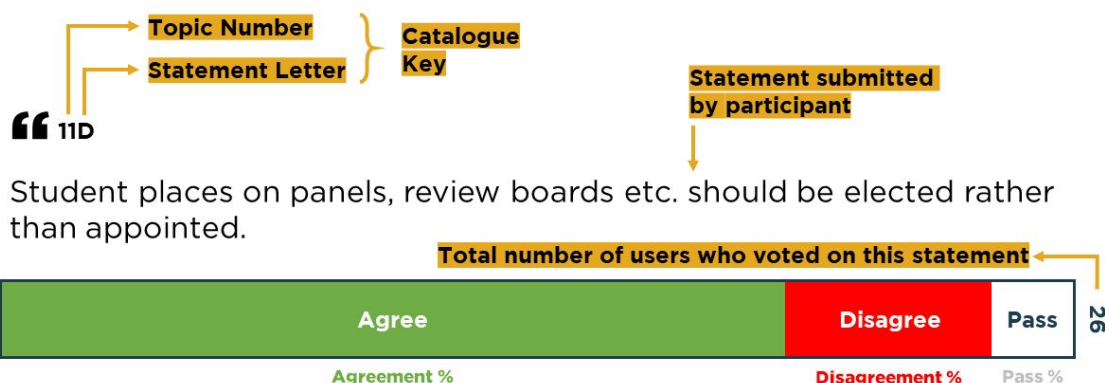
11D

Student places on panels, review boards etc. should be elected rather than appointed.



To the left above the statement, you can see the catalogue key. This key can be referred to in the text of the report (“eg. in statement 11D above”). The key consists of a number which represents the topic number from the contents section for easier referral between different readers of the report, and a letter to distinguish between statements within each topic.

The coloured bar represents participant sentiment towards this statement. The coloured sections represent the percentage each of the three voting options earned. The number to the right side of the bar represents how many participants voted on this statement.



We have included a recommendations page with suggestions that arose from our analysis of student statements and voting patterns. It's important to note that all statements on OpinionX were submitted **anonymously** by students, staff, academics and student representatives across Ireland.

You can find more information on OpinionX at www.opinionx.co. If you have any questions related to this report, any of the findings/recommendations or the OpinionX platform, please do not hesitate to contact us at hello@opinionx.co.

Best Regards,
Daniel Kyne, Co-Founder & CEO of OpinionX

TOPIC 1

INPUT

“ 1A

Allowing students to have a voice on their education experience and what they would like to see more of or improved upon.



The two most common themes throughout the chat were input and feedback, both closely related. Input, in this case, refers to direct student influence on the higher education experience - inside and outside of the classroom.

Participants frequently related meaningful student engagement to students having influence in the structure, curriculum and assessments in their programmes of study (eg. 1A, 1C). Statement 1B, one of the highest performing input-themed statements, recognised the role staff play in acting on student input in order to nurture partnerships.

1D and 1E are only worded slightly differently however were clear outliers within the input-themed sample of statements. This appears to show that clear definitions on the areas of student input are an important element of defining a full-circle feedback system within higher education in order to institutionalise meaningful student engagement.

“ 1B

Meaningful student engagement is when students feel empowered to shape their own learning. Staff play a key role in student engagement encouraging and championing opportunities for students to be listened to, have their feedback taken seriously, acted upon & where possible working with student in partnership.



“ 1C

Provide some degree of choice in the learning or assessment where the students can help choose a particular path. Eg site visit, guest speaker, graduate talk, choice of topics for team exercises. Less emphasis on exam and more on real world learning with other disciplines.



“ 1D

Student engagement is about students being empowered to shape their own learning.



“ 1E

Students have a voice across all areas in the college, so for example, actively involved in programme design or say institution assessment strategy.



TOPIC 2

FEEDBACK

“ 2A

Student engagement in the current climate requires more than simply watching video content and voting. The voice and opinions of students need to be shared and heard. This benefits both the student, their peers and the person leading the session.



Feedback in this instance means channels for students to comment, submit opinion or criticise. While “Input” meant the direct conversion of feedback into action, here it represents the opportunities and channels that enable communication along with an institutional willingness to engage.

2A highlights how existing methods of student engagement were more visibly weak when translated to remote alternatives during the COVID-19 lockdown. Many statements refer to closing the feedback loop, a similar concept to what is discussed under topic 1. 2D and 2G interestingly calls for students to be involved in the analysis of student feedback, with 2G being widely popular amongst participants. 2F mentions the hesitation to apply the principle of self-criticism from the NStEP student engagement framework and how this impacts the openness and eagerness of feedback channels.

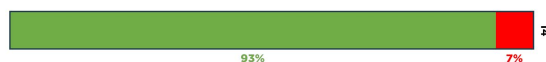
“ 2B

The Institution needs to show how they engage with and use student feedback to improve the student experience.



“ 2C

Student engagement will improve when they see a genuine response to feedback given in already existing formats, such as class representatives. When issues are constantly raised and never clearly addressed, it discourages further engagement.



“ 2D

If students aren't involved in the analysis of their own feedback, then it isn't meaningful engagement.



“ 2E

There needs to be a greater amount of student consultation across the board in higher ed. The best way to engage students is to ask them their opinion. Get them in a room (through zoom) and listen. Communication is key.



“ 2F

Although self-criticism is a principle of the framework, sometimes the university can be quite hesitant to encourage and receive criticism.



“ 2G

If students aren't involved in the analysis of their own feedback, then it isn't meaningful engagement.



TOPIC 3

PARTNERSHIP

“ 3A

Authentic partnership where students and staff work together to support student success.



Over 20 statements were submitted which directly referred to the need for students and staff to work together in order to create cultures and occasions for meaningful student participation. 3A, which called for authentic partnership as a principle for engagement, received almost unanimous approval. Statements 3B and 3C refer to how this partnership should be managed, calling for continuous engagement (3B) and a culture of respect and tolerance in the culture of partnership (3C).

Statements 3D, 3E and 3F recognise official mediums of student partnership such as programme boards and student-staff forums as a centrepiece for enabling partnership action.

Interestingly, 3G took a contrarian approach by saying that student engagement does not have to rely on partnership and is achievable even without it.

“ 3B

Meaningful student engagement is about keeping a continuous dialogue alive. Student engagement represents both the time and energy students invest in educationally purposeful activities and the effort institutions devote to using effective educational practices.



“ 3C

Partnership in decision making requires a level of equality and respect. Both parties must be ready and willing to listen and negotiate. I suppose it means students need to understand the limitations of institutions, but management must also respect our right to protest!



“ 3D

Student Staff forums are a good way to encourage discussion between both students and staff.



“ 3E

There should be a better balance of student to staff ratio on programme boards etc. to counter power imbalances.



“ 3F

I think students forums encourage students, maybe first year courses could include a student forum for engagement with staff, it would be worth a percentage of their grade in a module, then students would get involved.



“ 3G

Meaningful student engagement isn't necessarily partnership activity.



TOPIC 4

EDUCATIONAL EXPERIENCE

“ 4A

Meaningful student engagement turns the experience from one based on product (the degree, the job), to one focused on the process itself. It helps us see out learning not as a chore, but as a exercise in personal and civic betterment.



Statement 4A eloquently describes the holistic approach needed when designing student engagement strategies in higher education institutions, calling for a focus on the journey rather than the end result (4C). It serves as a good anchor statement when viewing the others in this topic which generally discuss student engagement through the lens of the academic experience.

To start, statements 4B, 4E and 4F establish that student engagement is the student's ownership of the educational experience and their proactive efforts to maximise their learning potential. This is in direct contrast to 4C which regards student engagement as an overarching theme beyond the lecture theatre. 4D regards first year orientation as the opportunity to have the greatest impact on a student and their understanding of student engagement during the college experience. While controversial, 4G offers an interesting perspective on the divisiveness of attendance as a primary metric for engagement.

“ 4B

Student Engagement is the active participation and ownership of their own learning that students take on. An engaged student works with their lecturer/department/institution to make the most of their time in Higher Education.



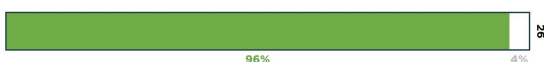
“ 4C

Student Engagement is about more than Teaching & Learning.



“ 4D

Student Engagement begins at point of entry, particularly orientation and in the students' first year. They experience personal development, new challenges and academic growth. Systems and structures of the HEI need to be explained and shown to students to allow buy in/ownership.



“ 4E

Student engagement means that the students are engaged in the learning materials outside of the allotted class time: they are thinking about what they've learned in class today on the way home; or they are pursuing further reading in relation to that topic in the library/online.



“ 4F

Students need to get involved in class based activity, contribute their thoughts and do the work set for them. Too often there is an assumption that a lecturer provides the solutions and students take the path of least resistance in achieving an acceptable grade.



“ 4G

Attendance is not a suitable measure of engagement.



TOPIC 5

PARTICIPATION

5A

For students themselves, I have seen from experience that they thrive in student engagement environments which cater to their extracurricular needs where they can feed their passions, focus on activities that build their confidence, strengthen self-esteem and showcase their achievements.



In contrast to Topic 4, Participation refers to student engagement outside of the academic experience. The importance of extra-curricular activities is clearly outlined in 5A, with examples such as student clubs and societies (5B), volunteering (5C), cultural and civic activities (5D) being highlighted in the OpinionX chat. Student engagement strategies should recognise the need for a holistic approach that seeks to formalise, enhance or maximise student participation across these various touchpoints (5E, 5F).

5G offers a different point to the other statements, highlighting barriers to participation that diminish the potential for student engagement. This will be discussed more under topics 14 (Barriers) and 16 (Transparency).

5B

Society involvement is a key determinant for student engagement with the institution - enabling students to join societies during remote learning in semester 1 will be very important.



5C

Student engagement does not only apply to college work, but also other outside activities, like volunteering to help with a charity within the college. Staff could actively promote these activities and to encourage participation to increase engagement.



5D

My understanding of meaningful student engagement is students' active participation in citizenship-related, cultural activities, extra-curricular personal development, plus involvement within their universities/campuses in collaboration with staff for the benefit of the wider HEI community.



5E

Meaningful student engagement is when students are 'showing up' for all aspects of student life - academic, social, political. The whole experience needs to be largely positive and contribute to their development, personally and academically.



5F

Not enough consideration is currently given to what happens outside the classroom in terms of student engagement.



5G

Sometimes it seems like the more meaningful routes for students to get more involved are kind of secretive and held for already engaged students.



TOPIC 6

CULTURE

6A

Meaningful engagement is when faculty actually make changes to their practices rather than simply paying lip service to students. A visible willingness to change, on the behalf of faculty will drive engagement. Staff can be supported by being given freedom as to how they work.



The cultures that exist amongst students and staff are the medium on which student engagement can be nurtured and grown. Statements within this topic refer to the institutional norms, practices and attitudes which together comprise this medium. The following cultural aspects are recognised by participant statements:

- A willingness to change (6A)
- Senior management buy-in and prioritisation of student engagement (6B)
- Student buy-in to the academic process and learning experience (6C and 6F)
- Institutionalisation of engagement policy (6E)
- Internal politics and personality clashes as inhibitors productive cultures (6G)

6B

Students engagement needs to be discussed a main priority at senior management level



6C

I think student engagement refers to student attention, curiosity and interest for the subject, which reflects in the level of motivation they have then to learn and progress. Students are influenced by activities that reflect their interests and impact their career path.



6D

A culture of student engagement throughout the college is really important, it cannot be just be a priority at senior level. Effective student engagement requires sufficient ownership, a shared understanding and proper resourcing.



6E

Student engagement by academic units will always be hamstrung until it becomes "enforced" policy. Often I see units talk-the-talk (eg. establish class reps) & then dismiss complaints & certainly never allow meaningful input into curriculum creation, yet convince themselves they're promoting student engagement.



6F

Meaningful student engagement requires a cultural change. There is little point in colleges trying to engage with students if the vast majority of students are not interested. The numbers that willingly undertake the Student Engagement Survey every year screams disengagement.



6G

Snobbery amongst academics creates fear in open and honest communication.



TOPIC 7

REMOTE LEARNING

7A

I think student engagement is very rare in online teaching. Students turning on their class and doing something else. Online classes have reduced the importance of the regular teaching session. It think for student engagement there should be student contribution.



Due to the student engagement chat on OpinionX taking place during the initial COVID-19 lockdown, many statements were submitted that discussed elements of remote, online and socially distant learning.

Every statement submitted viewed restrictions placed on in-person engagement or the move to online learning as a negative impact on student engagement. Little was offered in regards to maintaining critical aspects of student engagement, many of which were already highlighted such as extracurricular participation, student-staff partnership and the feedback/input process, during remote-only learning circumstances.

This is probably an area which requires specific planning and research, as it's impact on student engagement during the next two academic years will likely be very significant.

7B

I feel like feedback was lost as a student engagement principle during the early days of the shutdown and move to remote learning.



7C

Although it seems to be the future, I personally do not believe that online learning is the best form of learning. I believe it is necessary during the current pandemic and for part-time students but I still believe that attending college and learning from the staff is still better.



TOPIC 8

TRAINING

8A

Staff need training to support them to engage students in decision-making processes.



Suggestions that staff or students require training to enable meaningful student engagement imply an underlying deficiency in the skill sets that are perceived to be required.

While not present in the data, the statements submitted within this topic likely relate to Culture (topic 6) insofar as the institutions' willingness to accept/forgive mistakes or failures made along the way as students and staff work towards improving the scale or quality of student engagement.

Statement 8D varies slightly from this narrative, highlighting training itself as function for deeper student engagement.

8B

Staff need some sort of training so they can engage with students properly. Engagement can be carried out with the representative in a safe and meaningful manner.



8C

Meaningful student engagement requires listening, learning, equal partnership and valuing all contributions. Both staff and students who engage in the partnership process need training to engage fully and meaningfully. It also requires holding each other accountable.



8D

Partnership and Engagement means moving beyond simply having students on committees, and looking at the training and support offered to them to meaningfully engage within those structures.



8E

It is about having a real student voice, and the Institution hearing and acting on that voice. Staff need training and buy-in to support this engagement, with both staff and student champions. Quick wins with engagement will encourage students & staff to buy into & believe this.



TOPIC 9

UNDERSTANDING

9A

Meaningful student engagement requires effort by students and by staff and consistent attempts to understand the other's perspective. It should not become mandatory but does need continuing promotion and explanation of aims and objectives.



The theme of understanding, as presented through the statements submitted, appear to create a foundational layer that enables authentic partnership (topic 3), which in itself is seen as an enabling factor for meaningful student engagement (9A, 9D).

Additionally, participants highlight:

- A perceived lack of understanding amongst leadership of what the aim of student engagement is (9B) and therefore a lack of financial means to enact strategies which aim to enhance it.
- A disconnect in common understanding between different units and functions of the institution (9C) and a disconnect between student and staff understanding (9E).
- A view of superiority amongst staff (9F - worth noting that this statement received only 38% agree so it's therefore seen as a contrarian, not representative, view).

9B

Financial backing from the Institution, outlining benefits of student engagement to lecturing staff & academic leaders & getting them on board, listening to what students want & understanding that education at college should be about the holistic development of the person.



9C

Engage the whole university, the whole is greater than the sum of its parts - a shared understanding across all units, admin and academic would encourage greater engagement.



9D

I'm not sure if staff and students actually understand how to engage each other in decision-making.



9E

There is a disconnect between what institution staff and student view as student engagement.



9F

Often academic staff view students as children rather than adults and this hinders student engagement.



TOPIC 10

CONNECTION

Topic 10 is supplementary to topics 9 (understanding) and 3 (partnership), describing a more meaningful level of understanding and deeper relationship between students and lecturers.

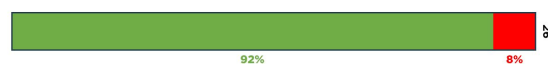
“ 10A

It is extremely important for students to have a good relationship with their lecturers. Students should always know where to go for help. Students should be consulted more when it comes to decision making and they should become more informed about what is happening in the college.



“ 10B

It is extremely important for students to have a good relationship with their lecturers. Students should always know where to go for help. Students should be consulted more when it comes to decision making and they should become more informed about what is happening in the college.



“ 10C

When lecturers are down to earth and are able to relate to their students, it makes it much easier to listen and learn in class.



TOPIC 11

REPRESENTATION

Class Reps were highlighted at various points as a cornerstone of student engagement. 11C highlights that students are often unaware of the function and potential impact Class Rep Councils (CRCs) have within the entire institution. 11A notes that Class Reps should have a network and enough knowledge of the university's structure to independently solve issues outside of the CRC. 11B similarly references the need for representatives to receive training, this time on soft skills in order to fully realise their roles. 11D was an outlier comment in this topic, calling for student panels to be elected democratically and not by appointment (this echoes statement 5G).

“ 11A

If class reps know who to go to within the structures of colleges about certain issues it's great. Class reps should always have an easy means of contacting their whole class. All the lectures should know who the class rep is. Class reps should know of other class reps in the same course.



“ 11B

Roles like Class Reps, Student Mentors, Part-Time Officers, etc. can be trained to connect authentically with their fellow students, especially those whose opinions may be overlooked/are afraid to speak up. Tailoring a new approach for those 'forgotten voices' would be helpful.



“ 11C

Class rep councils are a key site for democratic education however I think that most students aren't aware of their broad function (beyond direct contact with lecturers) at the start of the year when the class rep elections are held.



“ 11D

Student places on panels, review boards etc. should be elected rather than appointed.



TOPIC 12

DYNAMIC APPROACH

The majority of participants recognised that blanket definitions and approaches to student engagement will exclude some from participation and impacts. This not only refers to someone's circumstances in general (12A) but also the context of the situation they currently find themselves in which may change over time (12B). 85% of respondents agreed that there is a gap created in our terminology when thinking about those not currently recognised as "engaged" which may mislead strategies and thinking about the median student experience (12D).

12A

We need to be careful when discussing 'meaningful and authentic student engagement' - for one person, this could be engagement that is small, one-time and low-risk. It is absolutely contextual.



12B

Student Engagement means different things to people at different times.



12C

An enabling environment with positive, respectful relationships between all is key. It is important to be flexible as students will want and need to engage in different ways. Enabling policies, procedures and processes are essential.



12D

The opposite of an 'engaged student' is not necessarily a 'disengaged student'.



TOPIC 13

RECOGNITION

Recognising the efforts and achievements of students and staff is seen by participants as an example of practices which promote student engagement and positive institutional cultures.

13A

Students should be acknowledged and rewarded for taking the time to actively contribute to student engagement activities.



13B

Engagement awards for staff and students are important in order to recognise their work.



TOPIC 14

BARRIERS

As mentioned throughout this report, barriers to participation and engagement are highlighted within multiple topics, from extracurricular participation to student representation to feedback and input. Three areas touched on by submissions include:

- Institutions build deep engagement but mainly with a small group of “usual suspects.”
- Engagement is easier to access for students with the means to have free time.
- 14C, however, shows that most participants don’t believe that students fundamentally lack the time or mental bandwidth to engage.

“ 14A

Student engagement falls into the trap of trying to engage the ‘usual suspects’ rather than actively trying to make student engagement practice accessible.



“ 14B

Engagement opportunities are only open to certain students with the privileges to engage (time, money, social capital etc.).



“ 14C

Most students don't have the time or mental bandwidth to proactively engage with their college.



TOPIC 15

COMMUNITY

Related to Culture, Participation and peer-based Understanding, a sense of belonging and community is overwhelmingly recognised as a “key component” of student engagement.

“ 15A

A sense of belonging is a key component of student engagement.



“ 15B

Students become active participants in decision making when they are made feel part of the broader community. Interaction between students, staff and alumni could be encouraged through early and then ongoing campus based and online activities to instill a sense of belonging.



“ 15C

Meaningful engagement creates an individualised environment where a student feels like they belong. The best supports give students structure and guidance on their learning journey. Societies allow student to grow and implement, skills and interests in peer to peer groups.



TOPIC 16

TRANSPARENCY

Transparency, as already recognised in the NStEP framework, is seen as a fundamental principle which underpins many of the other topics discussed in this report. While it did not appear independently very often, such as in 16A and 16B, it can be recognised in many other statements submitted in the chat.

16A

Transparency in module adjustments as a result of online assessments should be passed on to students before fully implemented.



16B

There has been little transparency for students, from Higher Education institutions, as to why they have made decisions with regards to methods of remote teaching and learning, since the shutdown.



TOPIC 17

COMMUNICATION

Unanimously, communication is regarded by all participants as a key element of student engagement. Similarly with Transparency, Communication underpins many of the other themes throughout the report, with specific references in Input, Feedback, Culture and Understanding.

It is worth noting that Communication was the highest volume topic in the DCUSU Remote Learning feedback chat on OpinionX ([link here](#)) with clear frustration behind submissions. This supports the idea that, along with topics like Transparency and Understanding, Communication is a foundational element which shapes the student experience.

17A

Communicate well with students, make sure they know that they can approach you if there are any issues, and try to involve them in making decisions around their learning. Keeping open channels and being understanding supports engagement.



17B

Communication is key, communication should be thoughtful, respectful, open, 2 way and students/student reps should be confident that they can communicate with staff in this way. Giving students proper and open pathways to engage in decision making.



TOPIC 18

LEGITIMISATION

Institutional recognition of student engagement is key to the long term success of any SE strategy. 18A highlights the repercussions of a failure to recognise this officially and with the necessary resources to support.

18B, on the other hand, notes the impact of financial dependency on the legitimisation of student representative bodies like Students' Unions.

“ 18A

Without some form of acknowledgement, it is likely that student engagement activities will be abandoned by the student or rank lower in importance which means less time & attention is given which leads to apathy. Also vital for people's self-worth & students to have their efforts recognised.



“ 18B

It's difficult to fully realise student partnership whilst institutions still hold the power to determine Students' Union funding, with no legislative protections in place to guarantee their right to existence.



TOPIC 19

MEASUREMENT

It is only fitting to finish on the most dreaded topic of all - Measurement. From KPIs and OKRs to metrics and analytics, the drive to quantify engagement underpins many other topics such as Culture, Recognition and Legitimation. Easily one of the most divisive statements in the chat, 19B demonstrates how much this splits opinion, with a near 50/50 split on the idea that student engagement is difficult to measure.

19A offers a different approach, setting learning milestones as metrics for success rather than a holistic approach to institution-wide engagement measurement. For example, Measurement was also referenced in statement 6F (68% agreement) which said that “the numbers that willingly undertake the Student Engagement Survey every year screams disengagement.” This can be seen as the author of the statement using Student Engagement Survey participation as a metric for engagement.

“ 19A

Student engagement is facilitated by setting learning milestones that everyone can refer to as an indication of achievement.



“ 19B

Student Engagement is a difficult concept to measure.



TOPIC 20

OTHER

20A

Peer mentoring initiatives are fantastic for student engagement. They create a sense of collegiality amongst peers and a security of understanding their HEI. Initiatives like this should be Institute wide to engage all students.



Some statements carried interesting ideas but just didn't fit neatly into any topic. 20A shows high support for peer mentoring initiatives. In a GMIT OpinionX survey in June 2020, the statement "If there was an online student mentor, that I could talk to about questions on my programme, that would be great" received 70% agreement however it was ranked by participants in the bottom 20% of statements when it came to importance.

20F shows that over 60% believe that student engagement cannot be easily defined. Rather than defining it as an umbrella term in the first place, 20D suggests redefining student engagement within specific areas of activity. Other topics raised in this section include diversity (20B, 20G) and the importance of career-focused engagement opportunities (20E).

20B

Diversity and inclusion, and not by saying it but by doing it! Employ a more diverse staff; including lecturers, security guards, canteen staff etc. Give us people who can understand and relate to our struggles, add more diversity the curriculum. Diversity training for staff!!



20C

Meaningful student engagement makes students feel more confident.



20D

As practitioners, we need to speak about engagement based on areas of activity rather than as an umbrella term.



20E

Students will engage in activities that impact their career path. Therefore, staff can boost Student Engagement by connecting the discussion to a live portfolio, where students can be recognized and praised while gaining experience outside the classroom.



20F

Student Engagement is not easily defined.



20G

Good and meaningful engagement practice begins with diversity, diversity, diversity... and career focused activities that encourage engagement actively and creatively in learning, and augmented by different internal and external communities.



CATALOGUE OF STATEMENTS

1. INPUT

Key	Statement	Agree	Disagree	Pass	Total
1A	Allowing students to have a voice on their education experience and what they would like to see more of or improved upon.	100.0%	0.0%	0.0%	26
	1. Students who take pride in their submitted work. 2. Regular lecturer feedback, encouragement and an open door policy. 3. By showing them evidence that their participation generates improvements. 4. Create a reward mechanism for staff and student.	100.0%	0.0%	0.0%	13
1B	Meaningful student engagement is when students feel empowered to shape their own learning. Staff play a key role in student engagement encouraging and championing opportunities for students to be listened to, have their feedback taken seriously, acted upon & where possible working with student in partnership.	96.2%	3.8%	0.0%	26
	Meaningful student engagement - listening to students input and adapting if possible. If they know they can have an input and they see some change they will engage more. Be universal in your design when teaching online - have multiple means of engagement and representation.	92.3%	0.0%	7.7%	26
1C	Provide some degree of choice in the learning or assessment where the students can help choose a particular path. Eg site visit, guest speaker, graduate talk, choice of topics for team exercises. Less emphasis on exam and more on real world learning with other disciplines.	92.3%	3.8%	3.8%	26
	I think Meaningful Student Engagement is transparent and informed, but is contextual. I think all students should be given the opportunity to be involved and their feedback should be acknowledged in the decision making process and supported when providing feedback	91.7%	2.8%	5.6%	36
	Having a forum for students and lecturers to engage in a semi-structured fashion. Class gives feedback to the Class rep, which is given to the lecturer. The lecturer takes on board the potential suggestions and acts on them where possible.	86.7%	3.3%	10.0%	30
	Students should be asked at the beginning of each academic semester: (1) which type of student they are most likely to use. (2) which type of student they require at this stage in their education.	86.4%	4.5%	9.1%	22
	From my experience, leveraging knowledge from students' perspectives, rather than from the programme, can greatly influence student engagement. How the subject is related to students' lived experiences?	84.6%	0.0%	15.4%	26

	Student engagement does not start and end with asking students about their perspective on teaching and learning. It means a structured and regular feedback mechanism where students are part of the course-planning process, especially in a post-Covid-19 world with online learning.	84.6%	3.8%	11.5%	26
	Meaningful engagement means students are motivated to participate and eager to learn. Supporting this requires a diverse and interactive approach. To become active participants students need to be involved in programme/module design. Staff will benefit from sharing experiences.	84.6%	7.7%	7.7%	26
	Meaningful engagement is where the student voice is heard, taken on board and changes made based on the student voice/feedback.	83.3%	3.3%	13.3%	30
	By including students in relevant decisions, encouraging students to speak out and speak up for their needs and anything they do not understand or agree with. I always encourage students to point out what is working, what is not working and what can be done to improve or fix the issue.	80.8%	7.7%	11.5%	26
	In order for engagement systems to truly involve the entire student community, and make them active in decision-making, we need to show both students and staff what can be achieved with cooperative systems. At the moment, some students may not believe that it has a true effect.	76.9%	15.4%	7.7%	26
	Student Engagement is tragically often a tick-box exercise, including the use of surveys, but we respect and trust between all parties it can be so much more.	75.0%	8.3%	16.7%	24
	Encourage students to set community parameters around assessment types, learning methods etc. at the beginning of each module	73.1%	7.7%	19.2%	26
1D	Student engagement is about students being empowered to shape their own learning	73.1%	19.2%	7.7%	26
	Sometimes it feels like the decisions have already been made and student engagement is an after thought that's used to justify what's already been decided	70.3%	16.2%	13.5%	37
	Students feel most supported when staff ask for feedback and act upon that feedback. Student reps often feel disenfranchised when they feedback on modules, but don't feel heard/listened to or see changes made based on their feedback	69.2%	7.7%	23.1%	26
1E	Students have a voice across all areas in the college, so for example, actively involved in programme design or say institution assessment strategy.	60.0%	20.0%	20.0%	30
	In times like this, it would be good to get the students opinions on the new assignments. Our repeats in August should be cancelled, due to all the trauma from the virus some people might be experiencing. We need less stress.	38.5%	50.0%	11.5%	26

2. FEEDBACK

Key	Statement	Agree	Disagree	Pass	Total
2B	The Institution needs to show how they engage with and use student feedback to improve the student experience.	100.0%	0.0%	0.0%	45
2A	Student engagement in the current climate requires more than simply watching video content and voting. The voice and opinions of students need to be shared and heard. This benefits both the student, their peers and the person leading the session.	95.8%	0.0%	4.2%	24
	Gaining feedback in timely manner e.g. little point asking to assess a module when its completed as its done then. If a module is not going well should be able to genuinely flag in time.	95.7%	0.0%	4.3%	23
2C	Student engagement will improve when they see a genuine response to feedback given in already existing formats, such as class representatives. When issues are constantly raised and never clearly addressed, it discourages further engagement.	92.9%	7.1%	0.0%	14
	Engagement from students as well as the staff. Applicable times and facilities to provide feedback on both ends, and the processes in place to enact that feedback.	92.3%	0.0%	7.7%	26
	Meaningful student engagement is when students provide feedback on a course/module that is received and acknowledged by the college. There is a balance to be found where the students feedback needs to be realistic and the college need to actually listen to what is said.	90.9%	9.1%	0.0%	11
	Ongoing feedback of how a module is going would be useful. Asking at the end is pointless as it is too late to address issues. It's difficult to properly engage over the internet all the time. Full days are tiring when looking at 20 faces on a screen. Hard to judge reactions.	87.5%	0.0%	12.5%	8
2D	If students aren't involved in the analysis of their own feedback, then it isn't meaningful engagement.	85.4%	12.2%	2.4%	41
	Staff need to trial out new approaches and seek feedback from students as to whether this works for them or not. Student engagement is not a tick box exercise, but instead, is a long term collaborative approach to teaching, learning and the overall student and staff experience.	84.6%	7.7%	7.7%	26
	Staff need opportunities to explain why it may not be possible to act on some student feedback. Students may be surprised at the limitations to flexibility due to logistical constraints.	84.6%	7.7%	7.7%	26
	The ability to express opinions about class material without the fear you are wrong. I believe engagement in class forums should be mandatory. For example, keep Microsoft Teams available for subjects to have interaction that might necessarily happen in person but through online forums.	81.5%	11.1%	7.4%	27
2E	There needs to be a greater amount of student consultation across	80.0%	6.7%	13.3%	15

	the board in higher ed. The best way to engage students is to ask them their opinion. Get them in a room (through zoom) and listen. Communication is key.				
	I think meaningful student engagement should involve feedback that is open for discussion between the student and the lecturer which could provide the student with a better understanding of the grade which they have received	80.0%	12.0%	8.0%	25
	Meaningful student engagement is creating a link for all students at an educational institute to give open feedback and communication on their experience at a college, whether this be through survey statistics or through feedback to class representatives too.	76.9%	3.8%	19.2%	26
	Anonymous feedback systems at regular intervals.	76.7%	6.7%	16.7%	30
2F	Although self-criticism is a principle of the framework, sometimes the university can be quite hesitant to encourage and receive criticism.	76.3%	15.8%	7.9%	38
	The power dynamic between institutions and students means that sometimes students are reluctant to speak out on something they disagree with, for fear of the academic repercussions it may bring.	70.4%	22.2%	7.4%	27
	It's a common practice for my lecturers to request student feedback on their teachings at the end of the semester.	64.3%	17.9%	17.9%	28
	The role of the course board/academic board needs to close the feedback loops to students/student reps.	57.7%	23.1%	19.2%	26
	Students are given meaningful and authentic opportunities to be partners in the learning process. Learning is seen as a two way street, where student feedback is sought and valued.	50.0%	50.0%	0.0%	4
2G	Other than the Students' Union and my direct lecturers, I don't really know where I should direct feedback.	44.7%	26.3%	28.9%	38

3. PARTNERSHIP

Key	Statement	Agree	Disagree	Pass	Total
3A	Authentic partnership where students and staff work together to support student success.	96.3%	0.0%	3.7%	27
3B	Meaningful student engagement is about keeping a continuous dialogue alive. Student engagement represents both the time and energy students invest in educationally purposeful activities and the effort institutions devote to using effective educational practices.	92.3%	3.8%	3.8%	26
	I think meetings between students and staff regularly and feedback actually been taken on board in some respect works best for meaningful student engagement.	88.9%	3.7%	7.4%	27
3C	Partnership in decision making requires a level of equality and respect. Both parties must be ready and willing to listen and negotiate. I suppose it means students need to understand the	88.5%	0.0%	11.5%	26

	limitations of institutions, but management must also respect our right to protest!				
	Student engagement is a two-way process between the learner and the institution.	88.5%	3.8%	7.7%	26
	Meaningful student engagement is when students and members of the college staff come together and discuss decisions and compromise in order to get what is best for students.	86.7%	0.0%	13.3%	30
3D	Student Staff forums are a good way to encourage discussion between both students and staff.	83.3%	5.6%	11.1%	36
	Meaningful student engagement is when the lecturer meets with student representative at various intervals through the teaching of the module. They discuss how the course will be taught, how it will be assessed and what will be taught. They must agree on the most important aspects and comprise on any issues.	81.5%	3.7%	14.8%	27
	Meaningful student engagement happens and is supported in many formal and informal ways, in collaboration with staff for the benefit of all. Closing the feedback loop is crucial!	80.8%	3.8%	15.4%	26
	Giving both students and staff an equal space to collaborate on projects, voice concerns and work together to come up with solutions to various issues that may occur on campus. It is crucial that the element of equality is emphasised, students have just as much to give as staff.	80.8%	3.8%	15.4%	26
	Meaningful student engagement: Embracing collaborative learning and positive student- teacher relationship. The best supports meaningful and authentic student engagement was when my teachers helped us to take the decision of what we wanted to study in College.	80.0%	10.0%	10.0%	30
	I think collaborative learning between students and lecturers allows for meaning full student engagement. Often lectures can come across as superior and it is then difficult to interact with them as they portray an image that we the students are on a different level to them.	80.0%	13.3%	6.7%	15
	Learning through collaboration; students actively and diligently involved as a recognised community of learners. Students work together with academics to enhance teaching, assure quality and maintain standards. Students and staff undertaking research to diagnose & solve problems.	76.9%	3.8%	19.2%	26
3E	There should be a better balance of student to staff ratio on programme boards etc. To counter power imbalances.	76.9%	15.4%	7.7%	26
3F	I think students forums encourage students, maybe first year courses could include a student forum for engagement with staff, it would be worth a percentage of their grade in a module, then students would get involved.	74.1%	14.8%	11.1%	27
	Collaboration at the start.	73.1%	0.0%	26.9%	26
	It would be the aspect of respect where the student and the lecture can talk, give feedback both ways and learn to build on what has	73.1%	15.4%	11.5%	26

	been discussed. Smaller group discussions is always best to gather more personal insight				
	Mutual respect. Meaningful and authentic engagement requires frequent meetings without a power imbalance at all levels of the HEI. Permanent roles in sufficient numbers at all levels from programme boards to Governing Body. By acting & being seen to act on formal student feedback.	64.3%	21.4%	14.3%	14
	Stronger cross-campus Student Union, class rep and staff engagement across the entire college (eg in Academic, IT, Estates, finance etc.) to create a cohesive university and shared understanding. The whole is greater than the sum of its parts.	61.5%	15.4%	23.1%	26
3G	Meaningful student engagement isn't necessarily partnership activity.	58.1%	32.3%	9.7%	31

4. EDUCATIONAL EXPERIENCE

Key	Statement	Agree	Disagree	Pass	Total
4A	Meaningful student engagement turns the experience from one based on product (the degree, the job), to one focused on the process itself. It helps us see out learning not as a chore, but as a exercise in personal and civic betterment.	100.0%	0.0%	0.0%	13
4B	Student Engagement is the active participation and ownership of their own learning that students take on. An engaged student works with their lecturer/department/institution to make the most of their time in Higher Education.	100.0%	0.0%	0.0%	10
4C	Student Engagement is about more than Teaching & Learning.	96.2%	0.0%	3.8%	26
4D	Student Engagement begins at point of entry, particularly orientation and in the students' first year. They experience personal development, new challenges and academic growth. Systems and structures of the HEI need to be explained and shown to students to allow buy in/ownership.	96.2%	0.0%	3.8%	26
	As students of a Masters in education, its vital that our own learning infrastructure models the same kinds of principles we would like to see in the classroom - presumably, those of dialogue, mutual respect and plurality of perspectives.	92.3%	0.0%	7.7%	13
	Student engagement could be taught as part of first year programmes to give students the foundation to engage going forward. It could be two hours out of an academic programme.	88.9%	7.4%	3.7%	27
	Student engagement is a variety of dependable processes, for the students and the staff. These processes seek to include students voices are heard and considered in all areas of the college.	88.5%	0.0%	11.5%	26
	Creating spaces for student voice, choice and agency within the curriculum are key, in as many ways as possible. This can include choice of assessment options/formats/media, co-creation of grading rubrics, co-creation of course materials (e.g. open textbook	84.6%	11.5%	3.8%	26

	for course), etc.				
	Meaningful student engagement to me means both student and lecturer involvement in all elements of the module. As I am studying a new course I believe that I know first hand how engagement between student and staff can influence the feeling students have and their reactions.	81.5%	3.7%	14.8%	27
4E	Student engagement means that the students are engaged in the learning materials outside of the allotted class time: they are thinking about what they've learned in class today on the way home; or they are pursuing further reading in relation to that topic in the library/online.	80.8%	7.7%	11.5%	26
	Encouraging students to move beyond the recommended materials by getting them to use library materials to improve learning and critical thinking.	80.8%	7.7%	11.5%	26
	Meaningful student engagement can be achieved with teachers that have a professional background who guide students with real-life based cases and practices that the student will probably experiment when they will be working in a future.	75.0%	7.1%	17.9%	28
4F	Students need to get involved in class based activity, contribute their thoughts and do the work set for them. Too often there is an assumption that a lecturer provides the solutions and students take the path of least resistance in achieving an acceptable grade.	72.0%	24.0%	4.0%	25
	Been able to engage with your lecturers in confidence. Class discussions about the material taught make student engagement more authentic. Make it mandatory as part of the grade.	63.0%	22.2%	14.8%	27
	"Meaningful student involvement" is the act of offering students ways to add value to their studies, whether by offering or publicizing courses and auxiliary materials or others. Students get involved when they perceive the educational institution's interest in truly teaching	58.6%	17.2%	24.1%	29
	I think using creative and sometimes frivolous rewarding works surprisingly well - for example Kahoot rewards secretly but shows clear progress. People don't really get rewarded for a game of Kahoot but the activity engages and is a nice break from the day to day work sympathetically.	57.7%	3.8%	38.5%	26
	There was none like that in our college. I think there should be some specific time denoted to students to interact with each other during class.	50.0%	23.1%	26.9%	26
4G	Attendance is not a suitable measure of engagement.	46.2%	42.3%	11.5%	26
	Depending on the level, meaningful student engagement involves the teacher saying very little and the students giving as much as possible. Technology/Apps/Websites can be used as the best supports.	22.2%	44.4%	33.3%	9

5. PARTICIPATION

Key	Statement	Agree	Disagree	Pass	Total
5A	For students themselves, I have seen from experience that they thrive in student engagement environments which cater to their extracurricular needs where they can feed their passions, focus on activities that build their confidence, strengthen self-esteem and showcase their achievements.	88.5%	3.8%	7.7%	26
5B	Society involvement is a key determinant for student engagement with the institution - enabling students to join societies during remote learning in semester 1 will be very important.	86.5%	8.1%	5.4%	37
5C	Student engagement does not only apply to college work, but also other outside activities, like volunteering to help with a charity within the college. Staff could actively promote these activities and to encourage participation to increase engagement.	84.6%	7.7%	7.7%	26
	Student engagement changes according to time and place	84.6%	7.7%	7.7%	26
	Extra-curricular activities are an important element of Student Engagement	76.9%	7.7%	15.4%	26
5D	My understanding of meaningful student engagement is students' active participation in citizenship-related, cultural activities, extra-curricular personal development, plus involvement within their universities/campuses in collaboration with staff for the benefit of the wider HEI community.	73.1%	15.4%	11.5%	26
5E	Meaningful student engagement is when students are 'showing up' for all aspects of student life - academic, social, political. The whole experience needs to be largely positive and contribute to their development, personally and academically.	73.1%	15.4%	11.5%	26
5F	Not enough consideration is currently given to what happens outside the classroom in terms of student engagement.	61.5%	23.1%	15.4%	26
5G	Sometimes it seems like the more meaningful routes for students to get more involved are kind of secretive and held for already engaged students.	60.5%	34.2%	5.3%	38

6. CULTURE

Key	Statement	Agree	Disagree	Pass	Total
6A	Meaningful engagement is when faculty actually make changes to their practices rather than simply paying lip service to students. A visible willingness to change, on the behalf of faculty will drive engagement. Staff can be supported by being given freedom as to how they work.	100.0%	0.0%	0.0%	10
6B	Students engagement needs to be discussed a main priority at senior management level	87.5%	12.5%	0.0%	16
6C	I think student engagement refers to student attention, curiosity and interest for the subject, which reflects in the level of motivation they have then to learn and progress. Students are influenced by	80.8%	7.7%	11.5%	26

	activities that reflect their interests and impact their career path.				
6D	A culture of student engagement throughout the college is really important, it cannot be just be a priority at senior level. Effective student engagement requires sufficient ownership, a shared understanding and proper resourcing.	76.9%	3.8%	19.2%	26
6F	Meaningful student engagement requires a cultural change. There is little point in colleges trying to engage with students if the vast majority of students are not interested. The numbers that willingly undertake the Student Engagement Survey every year screams disengagement.	67.7%	25.8%	6.5%	31
6E	Student engagement by academic units will always be hamstrung until it becomes *enforced* policy. Often I see units talk-the-talk (eg establish class reps) & then dismiss complaints & certainly never allow meaningful input into curriculum creation, yet convince themselves they're promoting student engagement.	65.4%	11.5%	23.1%	26
6G	Snobbery amongst academics creates fear in open and honest communication.	57.7%	26.9%	15.4%	26

7. REMOTE LEARNING

Key	Statement	Agree	Disagree	Pass	Total
	I think it is more difficult to generate student engagement online, but not impossible. You need an opportunity to get to know the students well before this can happen. Trust is critical, as the students need to feel safe exchanging their views. Regular listening opportunities NB	80.8%	15.4%	3.8%	26
7A	I think student engagement is very rare in online teaching. Students turning on their class and doing something else. Online classes have reduced the importance of the regular teaching session. It think for student engagement there should be student contribution.	70.4%	14.8%	14.8%	27
	I think that there is only so much meaningful student engagement that can take place while students are restricted from also engaging with their fellow students. Lecturers and teachers can offer a lot of support and promote learning and engagement but this only goes so far.	62.5%	25.0%	12.5%	16
7B	I feel like feedback was lost as a student engagement principle during the early days of the shutdown and move to remote learning.	61.7%	31.9%	6.4%	47
7C	Although it seems to be the future, I personally do not believe that online learning is the best form of learning. I believe it is necessary during the current pandemic and for part-time students but I still believe that attending college and learning from the staff is still better.	42.3%	50.0%	7.7%	26
	Repeat examinations should be cancelled and all get a simple	38.5%	42.3%	19.2%	26

	pass for the course, as this is stressing time for all and some have lost family members or very ill and to focus on these repeats just adds more stress.				
	If social distancing & online lectures is in place the best part of college will be taken away from students who, if healthy, the virus will pose no threat to as the statistics throughout the world show its a huge overreaction to something which poses literally no threat to students.	29.2%	58.3%	12.5%	24

8. TRAINING

Key	Statement	Agree	Disagree	Pass	Total
8B	Staff need some sort of training so they can engage with students properly. Engagement can be carried out with the representative in a safe and meaningful manner.	92.6%	3.7%	3.7%	27
8C	Meaningful student engagement requires listening, learning, equal partnership and valuing all contributions. Both staff and students who engage in the partnership process need training to engage fully and meaningfully. It also requires holding each other accountable.	86.7%	3.3%	10.0%	30
8A	Staff need training to support them to engage students in decision-making processes.	84.8%	6.1%	9.1%	33
	Transparency, communication, honesty and training - students can't engage if they don't know how to or why. Students need to be assured that their engagement is valued. Staff must be truly empathetic. Trial, error and feedback works well.	83.3%	6.7%	10.0%	30
8D	Partnership and Engagement means moving beyond simply having students on committees, and looking at the training and support offered to them to meaningfully engage within those structures.	80.5%	2.4%	17.1%	41
8E	It is about having a real student voice, and the Institution hearing and acting on that voice. Staff need training and buy-in to support this engagement, with both staff and student champions. Quick wins with engagement will encourage students and staff to buy into and believe this.	76.7%	6.7%	16.7%	30
	Training staff interaction is very important as they are the image of the college. They have more information to give feedback to students' learning and any changes that can occur during the semester. The staff can be provided with more training and seminars to achieve this.	44.8%	13.8%	41.4%	29

9. UNDERSTANDING

Key	Statement	Agree	Disagree	Pass	Total
9A	Meaningful student engagement requires effort by students and by	92.3%	0.0%	7.7%	26

	staff and consistent attempts to understand the other's perspective. It should not become mandatory but does need continuing promotion and explanation of aims and objectives.				
9B	Financial backing from the Institution, outlining benefits of student engagement to lecturing staff & academic leaders & getting them on board, listening to what students want & understanding that education at college should be about the holistic development of the person.	92.3%	7.7%	0.0%	26
9C	Engage the whole university, the whole is greater than the sum of its parts - a shared understanding across all units, admin and academic would encourage greater engagement.	76.9%	3.8%	19.2%	26
9D	I'm not sure if staff and students actually understand how to engage each other in decision-making.	70.0%	17.5%	12.5%	40
9E	There is a disconnect between what institution staff and student view as student engagement.	59.3%	25.9%	14.8%	27
	Staff using acronyms is a barrier to student engagement.	42.9%	57.1%	0.0%	7
9F	Often academic staff view students as children rather than adults and this hinders student engagement.	38.5%	57.7%	3.8%	26

10. CONNECTION

Key	Statement	Agree	Disagree	Pass	Total
	Meaningful student engagement for me would involve interest, desire and action from all parties. Supported through forming close bonds with industry professionals/lecturers/tutors and AGMs. My tutor has been a constant support through all of this as well as being my lecturer for one module.	100.0%	0.0%	0.0%	5
10A	It is extremely important for students to have a good relationship with their lecturers. Students should always know where to go for help. Students should be consulted more when it comes to decision making and they should become more informed about what is happening in the college.	93.3%	0.0%	6.7%	30
10B	Student Engagement is about feeling connected.	92.3%	7.7%	0.0%	26
10C	When lecturers are down to earth and are able to relate to their students, it makes it much easier to listen and learn in class.	73.3%	10.0%	16.7%	30
	Connecting with the students is key to engagement. Have them create groups and then deliver their findings - this gets them to interact.	73.1%	3.8%	23.1%	26
	I am doing my doctoral thesis on student-teacher interactions. Student engagement is founded on teachers purposefully building relationships with students. Higher education teachers can negotiate operational details, such as assessments, with students, but higher level decision stays as is.	57.7%	23.1%	19.2%	26

11. REPRESENTATION

Key	Statement	Agree	Disagree	Pass	Total
11A	If class reps know who to go to within the structures of colleges about certain issues it's great. Class reps should always have an easy means of contacting their whole class. All the lectures should know who the class rep is. Class reps should know of other class reps in the same course.	92.3%	3.8%	3.8%	26
11B	Roles like Class Reps, Student Mentors, Part-Time Officers, etc. can be trained to connect authentically with their fellow students, especially those whose opinions may be overlooked/are afraid to speak up. Tailoring a new approach for those 'forgotten voices' would be helpful.	88.5%	7.7%	3.8%	26
	Student engagement needs to be extensive to be authentic. Sometimes it can feel as if student engagement applies to certain areas but not across the board. All college committees and initiatives should have a student on board. UX is also a powerful way to engage with students.	77.8%	3.7%	18.5%	27
11D	Student places on panels, review boards etc. should be elected rather than appointed.	73.1%	19.2%	7.7%	26
11C	Class rep councils are a key site for democratic education however I think that most students aren't aware of their broad function (beyond direct contact with lecturers) at the start of the year when the class rep elections are held.	73.0%	13.5%	13.5%	37
	Student engagement will be more meaningful if every course group in the institute had an elected class rep.	71.4%	14.3%	14.3%	7

12. DYNAMIC APPROACH

Key	Statement	Agree	Disagree	Pass	Total
12A	We need to be careful when discussing 'meaningful and authentic student engagement' - for one person, this could be engagement that is small, one-time and low-risk. It is absolutely contextual.	85.3%	5.9%	8.8%	34
	Caution should be used when defining Student Engagement as it covers many different areas	84.6%	11.5%	3.8%	26
12B	Student Engagement means different things to people at different times	84.6%	15.4%	0.0%	26
12C	An enabling environment with positive, respectful relationships between all is key. It is important to be flexible as students will want and need to engage in different ways. Enabling policies, procedures and processes are essential.	80.8%	3.8%	15.4%	26
12D	The opposite of an 'engaged student' is not necessarily a 'disengaged student'.	80.8%	11.5%	7.7%	26

13. RECOGNITION

Key	Statement	Agree	Disagree	Pass	Total
13A	Students should be acknowledged and rewarded for taking the time to actively contribute to student engagement activities.	88.5%	3.8%	7.7%	26
	Students engage in the enhancement of teaching, feedback and assessment practices whereby they could be seen in student-led teaching award initiatives, innovations in technology enhanced learning techniques and student engagement in developing authentic assessment strategies.	84.6%	7.7%	7.7%	26
	I would argue that some academic credits or at least supplementary parchment or digital badge for student engagement across the board is important i.e. recognition for students in science, engineering, etc.	73.1%	15.4%	11.5%	26
13B	Engagement awards for staff and students are important in order to recognise their work.	70.3%	21.6%	8.1%	37
	DCU Engage Award - Uaneen Module to recognise engagement	36.7%	10.0%	53.3%	30

14. BARRIERS

Key	Statement	Agree	Disagree	Pass	Total
	Institutional structures can work to diminish student engagement	73.1%	7.7%	19.2%	26
14A	Student engagement falls into the trap of trying to engage the 'usual suspects' rather than actively trying to make student engagement practice accessible.	70.4%	14.8%	14.8%	27
14B	Engagement opportunities are only open to certain students with the privileges to engage (time, money, social capital etc).	38.5%	57.7%	3.8%	26
14C	Most students don't have the time or mental bandwidth to proactively engage with their college.	37.8%	56.8%	5.4%	37

15. COMMUNITY

Key	Statement	Agree	Disagree	Pass	Total
15A	A sense of belonging is a key component of student engagement.	92.3%	0.0%	7.7%	26
15B	Students become active participants in decision making when they are made feel part of the broader community. Interaction between students, staff and alumni could be encouraged through early and then ongoing campus based and online activities to instill a sense of belonging.	92.3%	0.0%	7.7%	26
	Meaningful engagement is an environment that has potential to allow students to belong. Easily comprehensible structure of learning. Societies allow students to grow and implement their	80.0%	3.3%	16.7%	30

	skills in peer to peer groups. Critical for growing social and personal traits.				
15C	Meaningful engagement creates an individualised environment where a student feels like they belong. The best supports give students structure and guidance on their learning journey. Societies allow student to grow and implement, skills and interests in peer to peer groups	76.7%	3.3%	20.0%	30

16. TRANSPARENCY

Key	Statement	Agree	Disagree	Pass	Total
16A	Transparency in module adjustments as a result of online assessments should be passed on to students before fully implemented.	85.7%	3.6%	10.7%	28
	(1) Clear knowledge of how the work you're doing is weighted in your grade. Actual experience and regularly checked work with a moderate amount of time to complete. (2) Fair judgment - for example, 1st time projects being weighted less but well reviewed then more similar projects following.	65.4%	11.5%	23.1%	26
16B	There has been little transparency for students, from Higher Education institutions, as to why they have made decisions with regards to methods of remote teaching and learning, since the shutdown.	52.2%	39.1%	8.7%	46
	Using practical problem solving skills rather than academics. Need to be encouraged to be involved. Honestly and transparency is lacking in third level institutions particularly UL students are not informed about what goes on or the aims of it, referendums opinion groups needed	34.6%	15.4%	50.0%	26

17. COMMUNICATION

Key	Statement	Agree	Disagree	Pass	Total
17A	Communicate well with students, make sure they know that they can approach you if there are any issues, and try to involve them in making decisions around their learning. Keeping open channels and being understanding supports engagement.	100.0%	0.0%	0.0%	26
17B	Communication is key, communication should be thoughtful, respectful, open, 2 way and students/student reps should be confident that they can communicate with staff in this way. Giving students proper and open pathways to engage in decision making.	100.0%	0.0%	0.0%	26
	Communicating with staff, government officials and other stakeholders in the educational system to improve student experiences overall. The focus must be on a students health, economic and welfare when decision making regards them.	92.6%	0.0%	7.4%	27

18. LEGITIMISATION

Key	Statement	Agree	Disagree	Pass	Total
	Establish feelings of legitimisation within the community of practice to provide real opportunities for everyone to engage with; and to then shape the staff and student experience.	80.8%	3.8%	15.4%	26
18A	Without some form of acknowledgement, it is likely that student engagement activities will be abandoned by the student or rank lower in importance which means less time & attention is given which leads to apathy. Also vital for people's self-worth & students to have their efforts recognised.	76.9%	0.0%	23.1%	26
18B	It's difficult to fully realise student partnership whilst institutions still hold the power to determine Students' Union funding, with no legislative protections in place to guarantee their right to existence.	61.3%	19.4%	19.4%	31

19. MEASUREMENT

Key	Statement	Agree	Disagree	Pass	Total
19A	Student engagement is facilitated by setting learning milestones that everyone can refer to as an indication of achievement.	61.5%	30.8%	7.7%	26
19B	Student Engagement is a difficult concept to measure.	53.8%	46.2%	0.0%	26
	Institutions should look to data analytics to give students a score on engagement.	38.5%	38.5%	23.1%	26

20. OTHER

Key	Statement	Agree	Disagree	Pass	Total
20B	Diversity and inclusion, and not by saying it but by doing it! Employ a more diverse staff; including lecturers, security guards, canteen staff etc. Give us people who can understand and relate to our struggles, add more diversity the curriculum. Diversity training for staff!!	100.0%	0.0%	0.0%	2
20C	Meaningful student engagement makes students feel more confident.	88.5%	11.5%	0.0%	26
	By our own actions in supporting students, other staff will get to see the positive ways in which this can impact student engagement. When students were excited about doing an "active" CA assignment which they got to choose in what way they would present the CA.	84.6%	3.8%	11.5%	26

20A	Peer mentoring initiatives are fantastic for student engagement. They create a sense of collegiality amongst peers and a security of understanding their HEI. Initiatives like this should be Institute wide to engage all students.	76.9%	7.7%	15.4%	26
20D	As practitioners, we need to speak about engagement based on areas of activity rather than as an umbrella term.	76.9%	7.7%	15.4%	26
	1 & 2 - Occurs regularly in a transparent, anonymous manner (e.g. through anonymous polls that are visible to all stakeholders) 3, 4 & 5 - Class rep. meetings with management where the agenda is posted/emailed in advance and the feedback/outcomes of the meeting are also posted/emailed	76.9%	15.4%	7.7%	13
	Trying to be as helpful as they can with other students, the community and the college.	73.1%	0.0%	26.9%	26
	- The ones who self engage to all the activities possible in/out college; - Passion; - Giving good arguments and examples; - Having often meetings; - Good attendance, behaviour, engagement in and out side college, extra research & try to help with college issues if possible;	65.4%	3.8%	30.8%	26
20E	Students will engage in activities that impact their career path. Therefore, staff can boost Student Engagement by connecting the discussion to a live portfolio, where students can be recognized and praised while gaining experience outside the classroom.	65.4%	7.7%	26.9%	26
20F	Student Engagement is not easily defined.	61.5%	38.5%	0.0%	26
20G	Good and meaningful engagement practice begins with diversity, diversity, diversity... and career focused activities that encourage engagement actively and creatively in learning, and augmented by different internal and external communities.	57.7%	7.7%	34.6%	26
	Student Engagement should be regular. A good working relationship.	55.6%	3.7%	40.7%	27
	Encourage this mastery orientation mindset.	37.9%	20.7%	41.4%	29
	Fair marking. If 70% of students are failing, blame culture is not fair. Don't have a reward system, have an engagement system. The best teachers are the ones that give out work to be completed at home but that you can finish in class time. It rewards doing the work, not sitting back waiting later. <i>(Grammatically fixed post-chat)</i>	34.6%	11.5%	53.8%	26

21. FLAGGED

Key	Statement	Agree	Disagree	Pass	Total
	Everything great Excellent Support Great Assistance	50.0%	12.5%	37.5%	24
	Dynamic support will be great	40.0%	13.3%	46.7%	15
	1. Making changes for students by students 2. SU elections last year 3. more access to info 4. again provide them with more info 5. getting MU to not raise rent on campus again	0.0%	20.0%	80.0%	5
	encourage this mastery orientation mindset	16.7%	50.0%	33.3%	6
	great experience, great support good interaction the staff always prestatave	0.0%	0.0%	0.0%	0
	Having the students connect with the lecturer is key. Getting them to present, work in groups & then discuss their findings.	76.9%	3.8%	19.2%	26
	DCU Engage Award - Uaneen Module to recognise engagement.	78.6%	7.1%	14.3%	14
	In the coming 2020/2021 semester, if we teach remotely, do you think lectures should be taught live, recorded & shared with the students OR are recordings of lectures enough for the students?	63.6%	9.1%	27.3%	11
	I already made my points on the previous screen earlier. its all about connecting with the student.	100.0%	0.0%	0.0%	3