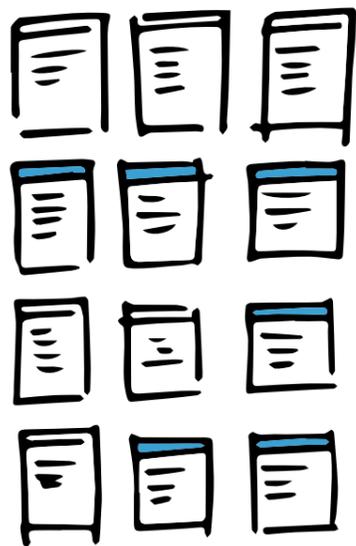


# Student data prototype

– the students experience and expectations on technology

## FRAMEWORK

A set of components that must be set, no matter how the solution eventually functions, looks and who uses it. The framework defines the content, procedures and quality of the survey and it's outputs.



## "THE SERVICE"

**The service is what we are testing various versions and aspects of at the moment, and that is the focus of this prototype.**



*\*Currently prototyping\**

## OUTPUT LEVELS

The type of information and the various levels it can be communicated to and be made relevant for.

Nationally



Types of institutions



Institution



Departments



## ACTION

Different levels in which the institutions can make use of the information gathered through the service.

Inspection & review



Strategic decision



Action & improvement



Communicate change



# A. Students voice

## Description

A physical and digital touchpoint to allow students to contribute content (remotely and at any time) that generates a visualised information cloud showing the actual priorities and focus of students.

A mix of easy to digest level of visual and more in-depth information, it acts as a filter that categorises student's feedback and makes it easy to sort through the relevant data.

The data can be submitted through different channels, both digital and physical. It needs to be a touchpoint where students feel comfortable being honest and sharing their opinions, priorities, and worries concerning their student experience. Using hashtags or keywords, their thoughts are categorised and made available as topics and themes.

An external body to the institution could manage the process so that privacy and trust in the system are gained.

## What it solves

- Inspirational way to survey
- Constantly available (no important data lost due to bad timing of survey)
- Flexible usage

## Who & how

**Jisc** low      high

Provides the playbook to create the touchpoint and platform to store data

**Students**

Active users of the system and data generators

**Inst. staff.**

Coordinate the space and consult the cloud for actual data.

## Benefits?

## Issues?

## Scenario



Who

**Student experience manager**



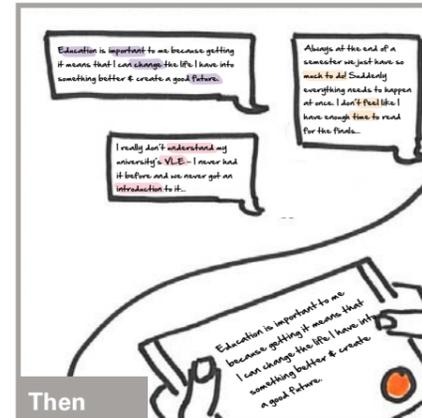
Situation

In charge of getting information on the current voice of the students and concerns regarding all aspects of student life.



First

Already aware of Jiscs service offer, she signs up and configures the platform to go live. A toolkit to spread the word, gather content, make use of the data and act on it, is provided.



Then

Students contribute and the platform records and filters the messages with hashtags. The tags are defined by an recognition algorithm, and through this iT creates a general output on the current topics important to students.



Result

A summary of all the students voices on a national, regional or institutional level, accessible to all, live at campus or via a search engine of the database for staff at the institution.

### Workshop concepts incorporated:

- Student change
- Dashboards
- Open for feedback
- Met to met

# B. Targeted and small scale qualitative survey

## Description

A service that incorporates qualitative data collection at small scale to understand the complete student experience. To get to a deeper level of understanding, Jisc trains a dedicated team of Institutional staff to conduct targeted surveying on aspects of the student's life that cannot be covered in a quantitative survey.

This approach can function as a way to discover the unknown in various areas of student data, for institutions to consider and fully integrate in further quantitative data collection and surveys. It could also inspire small scale tests of new innovative ways to work with and for the students in the future.

Jisc provides a method/toolkit and training for the institutions to work from.

## What it solves

- Complements and allows a level of information impossible to reach only through big data surveys.

## Who & how

**Jisc** low  high  
 A dedicated team to supervise and coordinate this ongoing transition

**Students**       
 Contribute with information when consulted

**Inst. staff.**       
 Provide the data access and use the system

## Benefits?

## Issues?

## Scenario



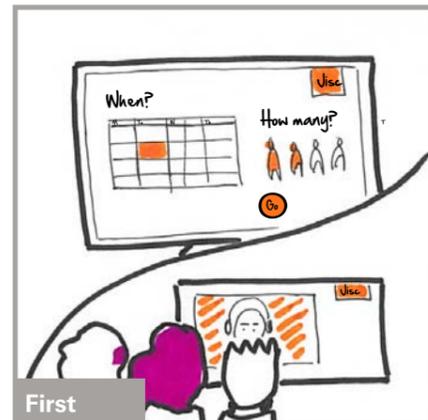
Who

### Teaching staff



Situation

The teaching staff want to learn more about how they can support their final year students through exams. They do not think that the surveys they run today give information that is in depth enough, it only tells about issues they can't change now.



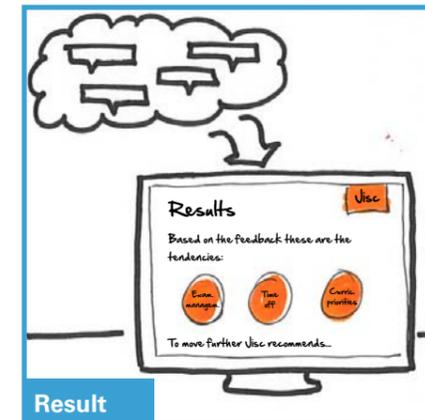
First

They schedule training with Jisc's service for two members of staff, for one day. Included in the training is a toolkit to run research in the field. The research is planned with guidance from a Jisc representative.



Then

With training from Jisc completed, and a plan for the research the staff go in to the field to survey students. Data is collected and uploaded with a tool from the toolkit. By going to where the students are, the staff get more insight into student life.



Result

A small but rich set of data complimentary to the quantitative data already existing. The results can be used for inspiration and innovation into further surveys, or be used to test interventions that might have surfaced through the research.

### Workshop concepts incorporated:

- Discovering learning
- The helicopter survey team
- Bye, bye, happy sheets
- Digital exp. evaluation tool

# C. Co-created and crowdsourced survey

## Description

A platform that allows users to choose and generate a survey to measure students' expectations & experiences with technology using customisable pre-designed elements. The platform would then propose channels of propagation for the type of survey created.

Institutions can browse, create, customise and rate questions and methods of surveying. By using an upvote/downvote system, users can browse and find questions and approaches by popularity and relevance to their field.

To ease the creation process, a general core question set is proposed by Jisc experts for all types of survey - creating a base for inter-institution comparison. Jisc acts as a moderator on the platform.

Students, being end-users, will use the surveys, but never access the platform.

## What it solves

- Avoid institutions working in silos and reinventing the wheel,
- Increased relevance of survey through collective intelligence and collaboration,
- Create more meaningful data close to institution's priorities,
- A communication channel inter-institutions & Jisc
- Establishes Jisc as an expert in student data
- Gathering of sector wide data and a longitudinal evidence base

## Who & how

**Jisc** low high  
 Provides the platform and acts as a moderator

**Students** ● ○ ○ ○ ○ ○  
 End-users : Will participate in survey

**Inst. staff.** ● ● ● ● ○  
 Browse, select and generate content to build surveys.

## Benefits?

## Issues?

## Scenario



Who

Head of library



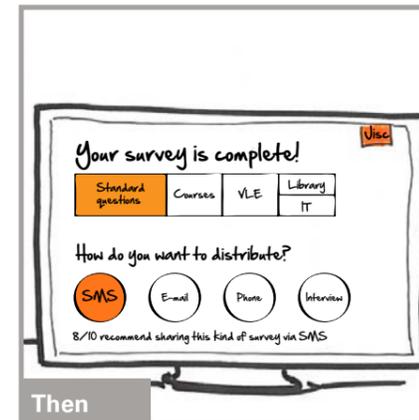
Situation

Head of Library is in need of feedback on the experience of the new online library platform in order to confirm a renewal or improvement effort.



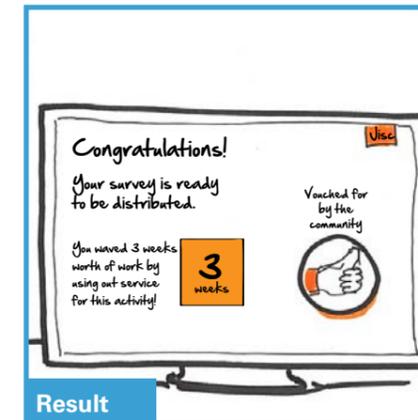
First

He is aware that Jisc has an online crowdsourced survey platform and logs in to see if he can utilise it. He searches for "library", "online" and finds relevant questions on the specific tool he is assessing.



Then

He can select the questions he prefers & generate a tailored survey for the library's needs. Through advice of other users who have voted, he is recommended to share via SMS because that has worked for others on the same topic.



Result

After using the platform he has a tailored survey created for pre-approved questions, vouched for by a community and developed by Jisc and survey experts. He saves time and gets an effective survey.

### Workshop concepts incorporated:

- Joined up thinking
- Question bank/pot
- Make every bit of data count
- Dashboards

# D. Jisc sweats your data

## Description

A service from Jisc that assists institutions in 'sweating' the data they already have on students' expectations and experiences with technology. Jisc would guide the process on mapping the existing data in the institution and how to sort it out. Those responsible within the institution would then map it out and get an overview of any contents already in existence. This could then be fed into a tool from Jisc that would make it easy to understand where they already know enough, where the data is fragmented and what topics to look further into, and how to act on that.

The platform would consist of a search engine that makes meaningful and useful data visible for new queries, using agile research mechanisms that values the re-purposing of existing data before the creation of new ones. Data is prioritised through a compatibility and relevance algorithm. The output is a visual summary of the type of data and information available, marking the most relevant data for this specific query.

## What it solves

- Making use of existing data (optimisation)
- Reduce the money lost due to duplication of effort

## Who & how

**Jisc** low      high  
 A dedicated team to supervise and coordinate this ongoing transition

**Students**       
 N/A

**Inst. staff.**       
 Provide the data access, use the system and conduct the mapping under supervision

## Benefits?

## Issues?

## Scenario



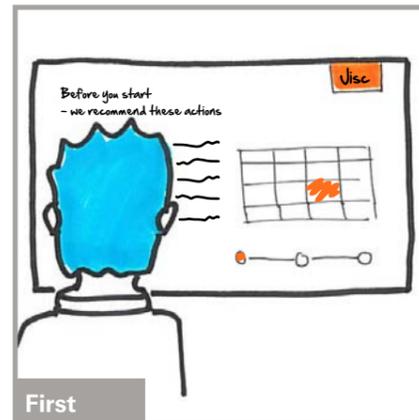
Who

IT-manager



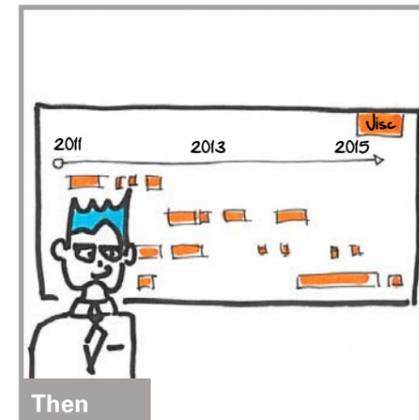
Situation

On behalf of his institution he is about to about to plan a new survey initiative in his institution but does not know where to start or anything about what has been done before.



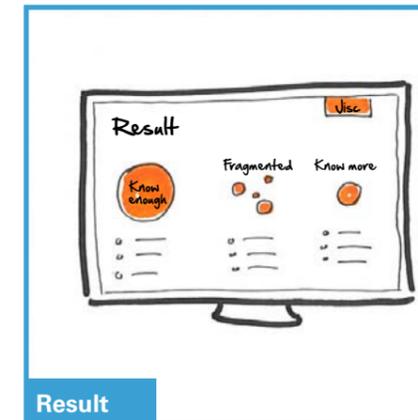
First

He gets in touch with Jisc and signs up to the service to start the process of gathering an overview of the data. He gets a list of recommended actions to take and books a session with a Jisc representative on how to map the existing data.



Then

He can enter all the existing material he has found into Jisc to get an idea on where to start. Through this he has developed an overview of the whole institution, not only his departments' work.



Result

An overview of the current situation and a direction on where to move next. He now knows what they already know, what is incomplete and what needs to be researched further.

### Workshop concepts incorporated:

- Sweat your assets
- Data mining
- Data literacy module
- Make every bit of data count

# E. Where are you now?

## Description

A tool for institutions to guide the students and at the same time collect student data. It would be a continuous process with touchpoints between students and teaching staff, from before students enter until they graduate and after. Institutions would be better prepared for, and able to adapt to, what their students need. The students would get to know how they can aim to reach their goals and develop as lifelong learners. Knowing that digital skills gives just a part of the student experience, this tool would cover the whole educational experience. Whilst the students get information on their individual progress, the institutions can track how good they actually are at “producing” qualified students. Privacy is a key issue as it would extract data from students’ individual information. It would be a mutual tool providing something for both the institution and the students. The institutions would have a view of both aggregated and anonymised individual outputs, whereas the individual would see their own progress and how it compared with others in the institution aggregated as an average and where they sit within.

## What it solves

- Supporting the individual – not just the student experience
- Getting hands on information through collaborating and engaging with the students
- Concrete trackable progress of studentss skills but also development of the institution
- Actionable information for the institution about how good they are now, and how to improve

## Who & how

**Jisc** low  high

Toolkit developed and delivered + guidance and training for institutions  
Compiles information

**Students**

Engages in the conversation and development of individual information

**Inst. staff.**

Managers run and manage, student facing staff conduct

## Benefits?

## Issues?

## Scenario



Teaching staff



The institution faces problems getting to know and understand what students need in their education, and sometimes feel like they fail in guiding them in the right way.



He signs up to the service Jisc has to facilitate this support. The staff get training from a Jisc representative as well as tools to help the students forward. They also get access to a platform to track the results, and in the next phase extract information from it.



In order to help the students, their closest member of staff (main teacher/tutor etc.) has conversations with each student individually to discuss their progress, needs and concerns. The staff, with guidance from Jisc, help the students move forward.



Mutual benefit in which the students track their progress and improve in their education. The institution gets information on how their students improve, and data showing that the efforts they make actually provide a value for students and institution.

### Workshop concepts incorporated:

- Digital skills audit
- DSA: diagnostic & bootcamp
- Data literacy module
- Relevance

# F. Student led

## Description

The aim of this concept is to engage the students and make them the researchers in charge of driving and leading the survey actions. It should be a part of a holistic institutional approach to ensure quality and responsiveness to the survey results. Jisc would provide the survey platform and the logistics of the survey. It could be a part of the curriculum, and the students could be hired or they could get credits.

The survey could be a plugin to connect to services such as Twitter, FB or the chosen VLE platform at the institution. It could also be a function to have the students survey each other, as "longitudinal survey machines/tools".

The information gathered would be double layered; getting answers to the questions set in the chosen channels, but also generating knowledge on why these types of questions and these channels have been chosen.

## What it solves

- Student engagement and influence increased
- Ask them about what they want to be asked about, in their preferred channels
- Survey relevance

## Who & how

**Jisc** ●●○○○  
low high  
 Core Jisc team leads and manages & provide the platform

**Students** ●●●●●  
 Co-creators and surveyors

**Inst. staff.** ●●○○○  
 Co-creators and initiators within the institution  
 Users of the generated content

## Benefits?

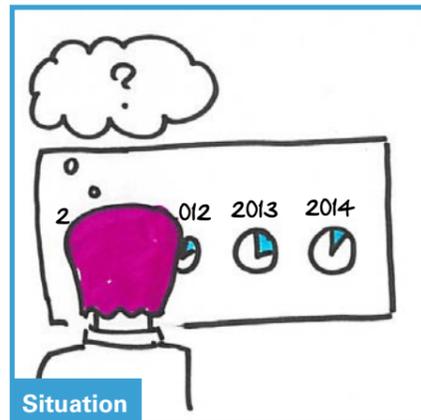
## Issues?

## Scenario



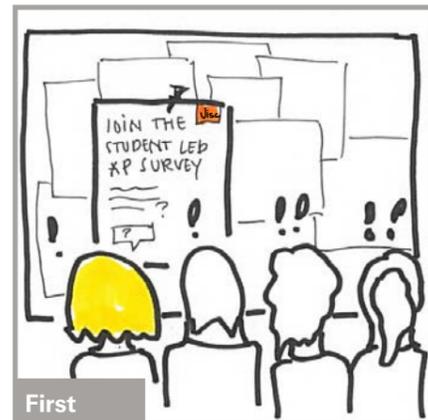
Who

**Head of careers**



Situation

Has been running a great deal of surveys through the year but struggles to get enough response which makes it difficult to make decisions on the information they get.



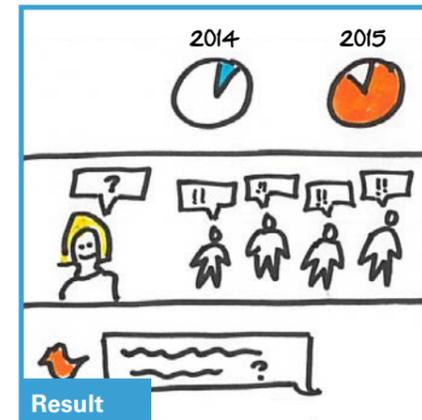
First

From Jisc he gets assistance to set up a service for students to do the surveying. It is an extracurricular activity and because it is a fair amount of work the students will get paid for their efforts, or get course credits.



Then

With guidance from Jisc the students co-create the survey material together with the careers staff. They get training in how to survey as well as a toolkit on good questions to use and recommended channels to use.



Result

The students are more engaged when it is organised by their peers and the quality of the survey increases due to higher participation and better answers.

### Workshop concepts incorporated:

Feedback Dojo

Turn the tables

The helicopter survey team

# G. Roadmap to employability

## Description

A Jisc tool for students to, on their own, measure where they are and compare that to where they should be. It combines their own targets with recommendations according to where they are, and what they are doing.

The students are the main users of this service but ideally it should produce data for the institutions to benefit from, and make changes to, according to student development.

Based on what they should aim towards, the students could get advice on how to advance and get credit, soft skills assessments, badges or similar for participation that would motivate them. It would be used by students when they feel motivated, on an ongoing, continuous basis. Both the institution and the students can compare to where others are. The platform could use gamification elements to encourage participation.

## What it solves

- Engagement and motivation in producing data
- The engagement is based on something that adds value for the students
- Increase relevance of various skills and understanding of skills development course
- Increase institutions' engagement in developing the students' skills and digital presence

## Who & how

**Jisc** low high  
 Develops the tool  
 Complies meaningful data

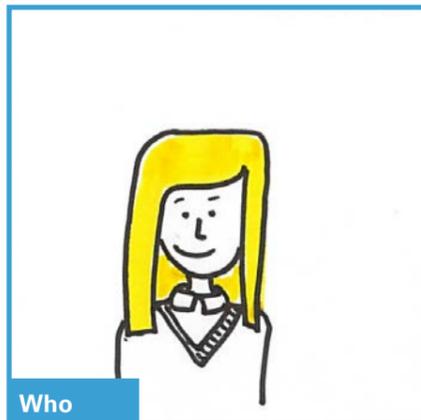
**Students**  
 Students use it and create the content from which the data will be extracted

**Inst. staff.**  
 Gets meaningful data & acts on it

## Benefits?

## Issues?

## Scenario



Who

1<sup>st</sup> year MBChB



Situation

She has just completed her first semester on her bachelor in medicine and is unsure about how to develop all the necessary skills during her education, but also thinking about what will happen after her studies and if she will be able to get a job.



First

She finds Jisc's service online and signs up. She answers questions on her studies, how far she has progressed and what she is studying as well as her personal and educational goals.



Then

The service combines her needs and goals with the service's existing knowledge in general terms, and connects them to her goals and situation. This gives her a set of targets and guidance for how to reach these goals.



Result

Ultimately it becomes easy for her to reach her goals and graduate with a good set of skills that eventually makes her more employable. The institution gets a mutual benefit from producing employable students and can track their students' progress.

### Workshop concepts incorporated:

- Digital health check
- I am rubbish at titles
- Digital me
- Data literacy module