

Evaluating Students' Engagement in Industry Projects (Live Projects)

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What is it?

The teaching tool for evaluating students' engagement is intended as a **discussion** with students and tutors to reflect on their design and support of industry projects.

This can help course teams to:

- evaluate the impact of industry projects;
- enhance enterprise and employability;
- inform curriculum design and learning and teaching strategies on how to measure student experience.

Key Features

The teaching tool is a **pedagogic approach** to student evaluation:

- Course teams can easily collect feedback and data analysis
- Inform a discussion with students to feed back into curriculum design of live projects
- Provide an opportunity for students to reflect on and make explicit their enterprise and employability skills gained through the live project as part of their course.

Why was it developed?

The questionnaire was developed from the SEE commissioned 2013 UAL research project '*Students' Engagement in Industry Projects*', Duna Sabri

The report addresses how enterprise and employability are conceived among students in different disciplines and how they engage with industry projects.

Tutors and students are often negotiating a series of tensions that come to the fore in the setting up and running of industry projects. The findings of the research project are presented as tensions intentionally to provoke debate.

For the full report: <http://process.arts.ac.uk/content/students-engagement-industry-projects>

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Students' Engagement in Industry Projects



Submitted by [croth](#) on 20 June 2014 - 11:08am
in [Enterprise and employability in the curriculum](#), [Enterprise and employability](#).
tags [Industry Projects](#), [SEE](#), [Student Engagement](#).

This project describes how enterprise and employability are conceived among students in different disciplines and how they engage with industry projects. The brief report of this study is intended as a discussion paper for tutors who wish to reflect on their design and support of industry projects.

University of the Arts London 2013
Duna Sabri

Tutors and students are often negotiating a series of tensions that come to the fore in the setting up and running of industry projects. The first revolved around the possibility of conflict between optimum conditions for formative assessment and the imperatives of high-risk competition between students. The second tension is that which tutors face between promoting their course through its association with a high-profile brand on the one hand, and negotiating an involvement from the industry partner which takes into account the students' educational needs. The third tension is one that students sometime experience as they seek to balance the development of their own artistic endeavour or signature style with the demands of industry-led briefs.

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Competition and Feedback

The first tension revolved around the possibility of conflict between optimum conditions for formative assessment and the imperatives of high-risk competition between students.

She went through all the work and chose about 10 people to talk to about their work. So it was good for those 10 people to sit down and talk to her about what she liked in their work and why it would work for them. Obviously everyone could have done with that. [LCC student]

Competition and Feedback

Pedagogic priorities in relation to formative assessment and competition, tutors might consider are:

- What is the best structure for selection: at what stage will students be excluded from the process and how will that exclusion be managed?
- How far can the basis for selection judgements be made transparent and critically discussed?
- What should be the frequency and nature of the contact between the students and the industry partner?

Enterprise and Learning

The second tension is that which tutors face between promoting their course through its association with a high-profile brand on the one hand, and negotiating an involvement from the industry partner which takes into account the students' educational needs.

They gave us a brief before the Summer and it was so big that I had no idea what I should be doing. Talking to a lot of people they were really worried about it and I didn't get shortlisted for it. The lady came to speak to us, no-one knew what they were supposed to be doing. At first they said it had to be about [well-known designer], then they said it didn't have to be anything to do with him, and then they said it had to reference him. So it was all these different things, shifting the goal posts. [LCC student]

Enterprise and Learning

Pedagogic priorities tutors might consider are:

- How might the partnership establish the students' interest in the client or market?
- How can curricular content support the brief? For example helping to develop market research skills, or in relation to historical design references;
- How can the partnership translate or provide a means of translational from the course to industry. For example, in terms of language, or business imperative;
- How can the brief relate to what has gone on before in the students' experience? For example, how does it build developmentally?

Creativity and Future Selves

The third tension is one that students sometime experience as they seek to balance the development of their own artistic endeavour or signature style with the demands of industry-led briefs.

For some it's better to do your own project because it's more continuous. Some of us want to work on our own portfolios. If you just do the briefs you're not in control of what you're doing sometimes. [CSM student]

Yes, it opened up possibilities. My work was inspired by interaction with the client. Before that I was worried that I couldn't think myself into someone else's mind-set and the way you think about yourself as a designer. [LCC student]

Creativity and Future Selves

Pedagogic considerations might include:

- The space for interpretation within the brief, to allow artistic or signature styles
- As well as interpreting problem solving as a means of creativity

Discussion

- What do you think of these tensions? Do you agree or disagree?
- Do you recognise or experience these tension in setting up a live project?
- How have you managed them?

How can it be used?

Discussion demonstrates that there is a potential benefit in making these tensions an explicit and legitimate point of discussion when students are taking part in industry projects.

Students answer questions with respect to a specific industry project after its completion on:

1. their experience of the industry project;
2. the role of the industry partner;
3. how the industry project fits into their course;
4. how the industry project has influenced thinking about future practice.

Students reflect and feedback on their experience and it in no way identifies the student individually.

Experience of the industry project

1. Overall I benefitted from my experience of the industry project.
2. It interrupted my own creative development in an unproductive way
3. I did not find that I could relate or identify with the brief.
4. I was inspired by the need to think about the client's needs
5. Thinking about the client's needs extended my skills.

Role of the industry partner

6. The brief was well-constructed
7. There was sufficient contact with the client during the project.
8. I benefitted from the client's feedback on my work.
9. I benefitted from the client's feedback on students' work.
10. The assessment of my work was fair.

How the industry project fits into your course

11. Our tutor helped us to interpret the brief.
12. I could see how the project brief related to earlier parts of this course.
13. As a result of the project I have a good network among my peers that will help me after graduation.
14. The project has introduced me to a community of practice beyond this course.
15. The project has helped me build up contacts beyond this course.

How the industry project has influenced how you think about your future practice.

16. My experience on the project made me realise I could sell my work.
17. The project enabled me to put my work in a bigger context than the course.
18. The project made me think about a client's needs in relation to my own work.

19. As a result of my involvement in this project I think more about life after graduation.
20. The project increased my expectations of myself.
21. As a result of my involvement I feel demoralised about life after graduation
22. I feel I have as a good a chance of succeeding in my chosen work as any other student on this course.
23. I have a better understanding of the contacts and networks I will need when I graduate.

Finally, other comments...

on best and worst aspects of the industry project?

Discussion

What are the relevant questions for your subject and live projects?

Are there any questions that are not relevant? How might you adapt them?

How does it work?

The questionnaire has been built using the 'Feedback' module in Moodle. It has been placed in a Moodle area which can be made available to course teams.

The 'Feedback' module has been chosen because it is both straightforward to use (for students and tutors) and includes useful options to analyse student responses. The data gathered can also be imported into a spreadsheet format for further analysis and collation as required.

To make the questionnaire available to their students, tutors can import it from the **Student Feedback in Live Projects** area in Moodle and place it within their own course(s).

Introduction to Questionnaire:

? Student Feedback: Engaging in industry projects

Please answer the following questions with respect to a specific industry project after its completion.

Your responses will inform future design and organisation of industry projects and will not be used in a way that identifies you individually.

You will be asked to feedback on:

- Your experience of the industry project
- The role of the industry partner
- How the industry project fits into your course
- How the industry project has influenced how you think about your future practice
- Overall aspects of the industry projects and improvements

The feedback will take no more than 10 minutes to complete.

How students see the questionnaire - initial page:

Student Feedback: Engaging in industry projects

Mode: Anonymous

(*Answers are required to starred questions.

Please tick a box to tell about **your experience of the industry project.**

Page 1 of 5

1. Overall I benefitted from my experience of the industry project.*

2. I was inspired by the need to think about the client's needs.*

3. Thinking about the client's needs extended my skills.*

4. It interrupted my own creative development in an unproductive way.*

5. I did not find that I could relate or identify with the brief.*

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Tutor view - Response analysis.

Overview

Edit questions

Templates

Analysis

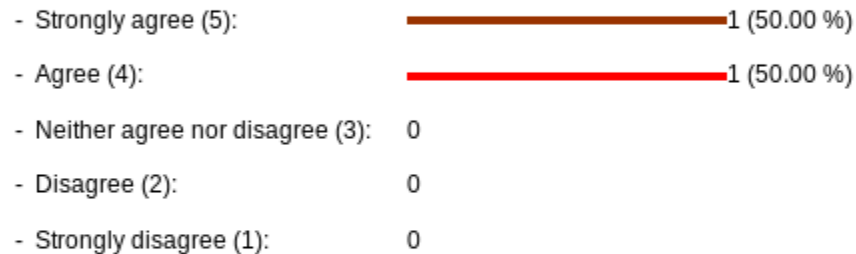
Show responses

Export to Excel

Submitted answers: 2

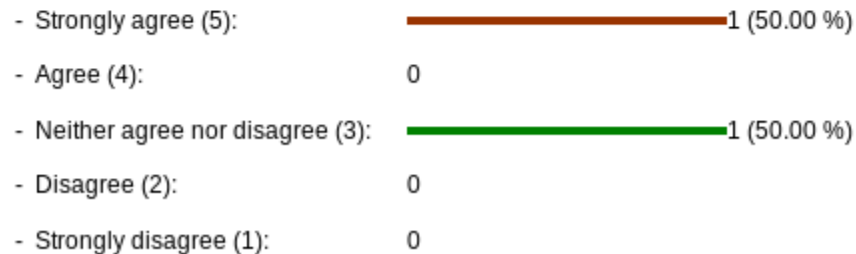
Questions: 26

1. () . Overall I benefitted from my experience of the industry project.



Average: 4.50

2. () . I was inspired by the need to think about the client's needs.



Average: 4.00

Tutor view - accessing individual (anonymous) responses.

Overview Edit questions Templates Analysis Show responses

Student Feedback: Engaging in industry projects

Anonymous entries

Response number: 1	Show response	Delet
Response number: 2	Show response	Delet



Tutor view - how to import the questionnaire from the demo area.

Settings

▼ Course administration

 Edit Content

 Edit settings

▶ Users

 Filters

 Grades

 Backup

 Restore

 Import

 Publish

 Reset

▶ Question bank



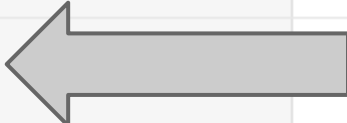
Click here!

Tutor view - choose the 'course' to import from.

Find a course to import data from:

Select a course Total courses: 10

Course short name	Course full name
<input type="radio"/> 00001A365214/15	14/15 Research Programme MPhil Chelsea Part-time Year 5
<input type="radio"/> FU001389F911214/15	14/15 Business Development and Planning
<input type="radio"/> 90560A212/13	12/13 Orientation To Foundation-Preessional Course
<input type="radio"/> FU001426F311214/15	14/15 Introduction to Cultural and Historical Studies
<input type="radio"/> PU000615P912211/12	11/12 Personal And Professional Development (Study Skills)2
<input type="radio"/> DZ0003DZ00/00	Introduction to Moodle - 02/10/2013
<input type="radio"/> MU000887M512213/14	13/14 Brand And Design
<input type="radio"/> FU001274F413214/15	14/15 Campaign Research
<input type="radio"/> PU000088P511212/13	12/13 Production Skills 1 20145 FdA Animation (20)
<input type="radio"/> FU001178F314214/15	14/15 Contemporary issues in Global Fashion Management

student feedback in live project  Search for 'course' title here.

Discussion

Would you use this? Why or Why not?

How would you use the data?

Is this helpful to have this on Moodle?

Activity

In pairs, discuss how you could use this teaching tool in your course.

How could you use it? For example, at what point would you introduce this with students? How would you use it to inform the design of live projects?

How could you engage with the students feedback?
For example, once you collected the feedback what would you do with it?

How would it benefit learning and teaching in live projects?
Are there any concerns?

Further Support

An online presentation (accessible at <http://goo.gl/85PK0L>) introduces the questionnaire to tutors and shows them how to embed it within their course.

Sign up for pilot:

Sign in sheet if interested in piloting on your course

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