International Perspectives on Using Student Engagement Data to Improve Quality of Teaching and Learning

Vasti Torres
Professor
Indiana University

INDIANA UNIVERSITY
SCHOOL OF EDUCATION

What we know about student success?

- Senior students have higher self-reported levels on benchmarks than first year students.
  - Academic Challenge
  - Active and Collaborative Learning
  - Student – Staff Interaction
  - Participation in Enriching Educational Experiences
- Seniors report lower levels than first years on Supportive Campus Climate.

What does this mean for throughput rates?

- The focus has to be on the first year students and underrepresented students.
  - Significant evidence in the US indicates that if students are successful in their first year they will be more likely to graduate.
  - Disadvantaged students require additional support to even the playing field.
  - Loosely targeted programs do not address inequities in student success rates.
  - Non-residential students have more barriers with engaging with meaningful educational experiences

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What we know works to improve student success

- Enriching Educational Experiences (Deep Learning*)
  - Internships or field experiences*
  - Community service or volunteer work*
  - Foreign or additional language coursework
  - Study abroad
  - Study of a subject for non-degree
  - Development of a community project*
  - Co-curricular activities
  - Academic student societies

Translating Theory into Practice

- These activities work because they typically use small groups, allow for interaction between faculty and students, promote collaborative learning, and allow students to engage in meaningful learning.

- These activities expect developmentally appropriate behaviors and create environments for intellectual growth.

- These activities are relative to the "student's life" by making their interest meaningful and experiences that be applied to their future work situations.

- These activities balance the challenge and support necessary to move students to more complex levels of understanding (development).

- These activities validate students' ability to create knowledge

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Use of student engagement data to change institutional teaching and learning

- Disaggregating data by class and race/ethnicity an institutions to see who taking advantage of the educational activities.

- Considering the benchmarks that lead to success by qualification type allows programs to evaluate their own effectiveness.

- Allows institutions to address a specific concern rather than thinking they must work on everything at once.

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Where do we go from here?

- Learning activities that occur in the classroom should be relevant to the students' life.
- Training of educators is of critical importance
  - In addition to subject matter, understanding the learning process is critical.
  - Secondary teachers are higher education's best hope to changing the scenario.
- The structural changes have been made – now the multi-pronged approach calls for student success processes to be understood.