

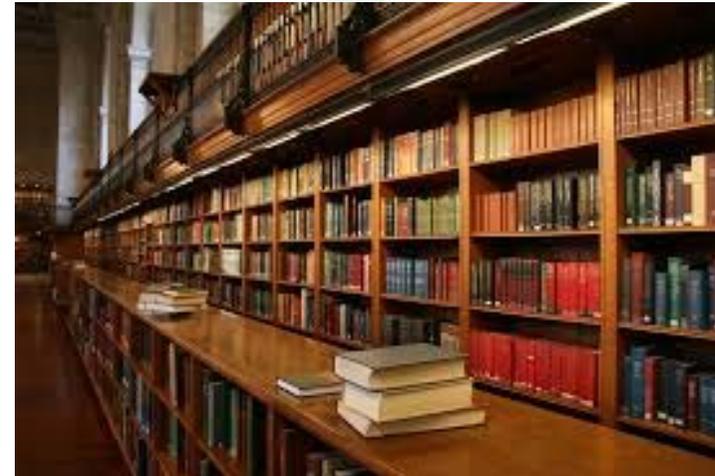
Ordering fish and chips in the library...evaluating learning and teaching enhancement

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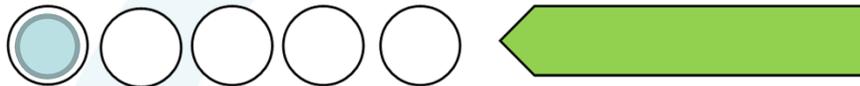
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Ordering fish and chips in the library...

The Library



Title of review

Awful fish and chips with unhelpful service!

Your review:

The fish tasted awful, it was like chewing on a book with no batter. The chips tasted like journal papers and were also too chewy with a very papery taste. The service also left much to be desired. Although staff were polite on the surface they acted as if this was not a chip shop and looked at me like I was mad or something. Whenever I go to a chip shop I always get fish and chips, why should the Library be any different? Very disappointing, I won't be coming back!

Learning and Teaching Enhancement:

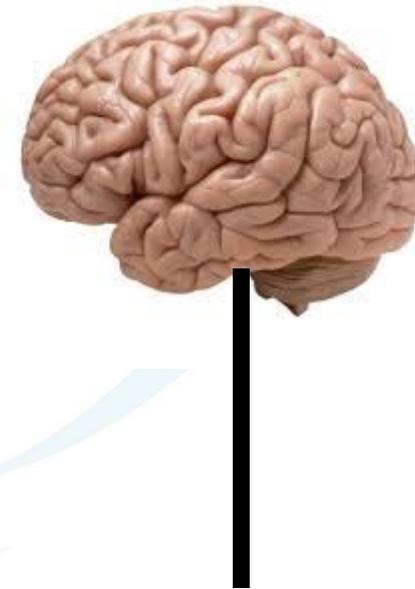
How can we be sure
we're actually making things
better?

4 rules for evaluation of learning and teaching enhancement

- We need to act rationally
- We need to take control
- We need data
- We need to make progress

Rationality

Let's keep emotion out of evaluation. We need a clear head.



Control

We need to control for all the variables and remove all the contaminants.



Data

Hard facts and numbers are the only thing that can be trusted.



Progress

One day when educational research has progressed sufficiently, we'll be able to predict and control teaching, teachers and students.



McNamara fallacy

1. Measure whatever can be easily measured.
2. Disregard that which can't be easily measured or give it an arbitrary quantitative value.
3. Presume that what can't be measured easily really isn't important.
4. Say that what can't be easily measured really doesn't exist.

Problem

Educational evaluation becomes framed as a technical-rational 'solution' to a technical rational 'problem' with a 'standard' method that doesn't take account of context

So what does all this mean for you and your students?

We talk about 'the student experience' but how do we understand this?

Can something inherently subjective be measured?

The challenge

Cultural, social and personal rather than technical

‘Cultures’ rather than ‘culture’

Inherently subjective

A way forward?

Move from measurement to understanding

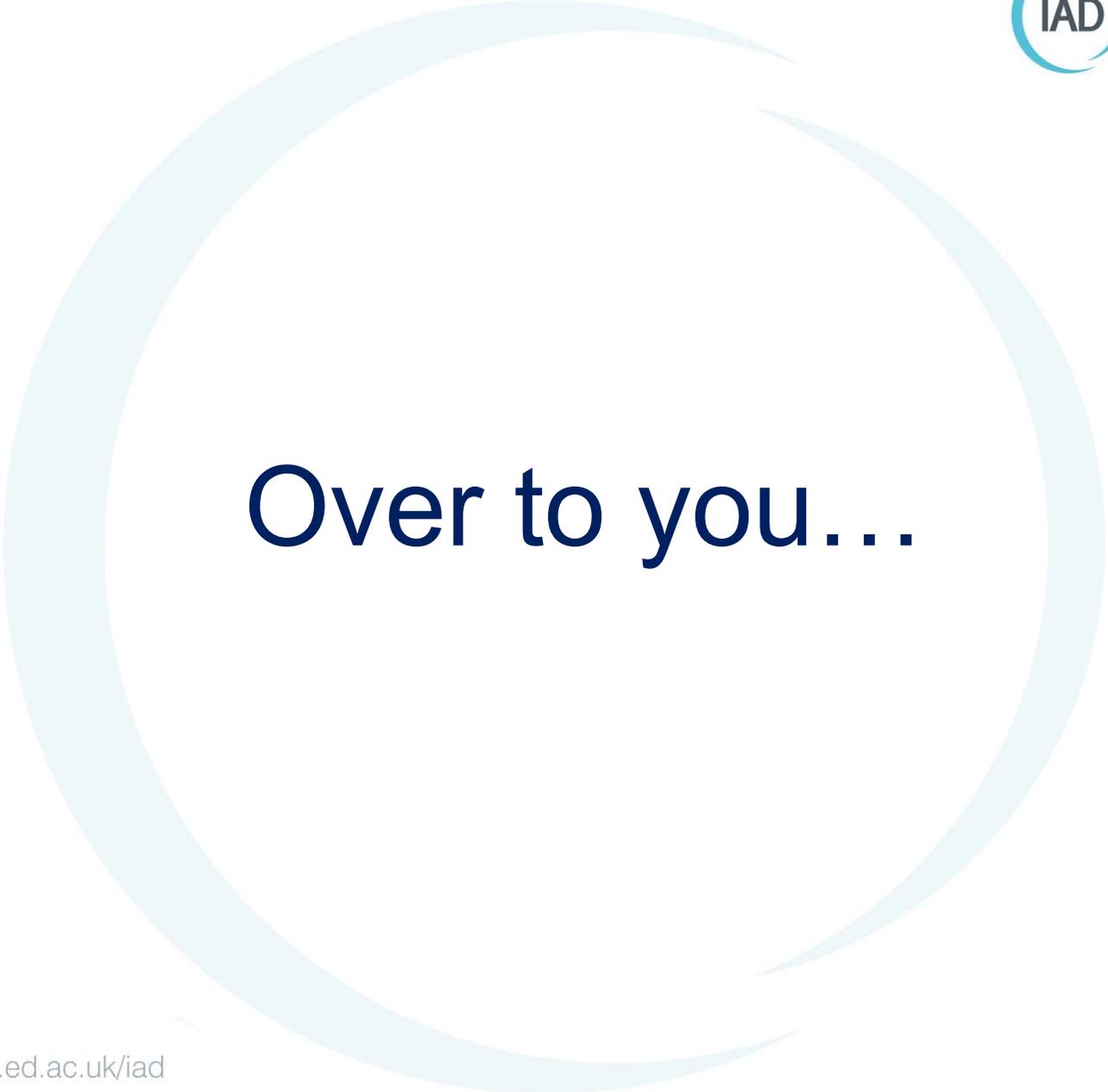
Arts informed approaches & an
understanding of context



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Over to you...