

Evaluation of Art Design Media Teaching Fellowship Scheme (ADMTFS)

Background

The Art Design Media Teaching Fellowship Scheme was set up in 2007 with the aim of:

- Recognising and rewarding innovative teaching and achievements of staff in the art, design and media sectors, with a particular emphasis on studio-based teaching staff that had previously been under-represented in such schemes.
- Identify and develop projects that would be of benefit to the Fellow and the student learning experience.
- Encourage future application for the National Teaching Fellowship Scheme.

The funding allocated per award was £3,000. A call was first put out in November 2007 with a deadline for applications to be received by mid-January 2008. The ADMTFS was publicised through all available ADM-HEA channels of communication: at events, on the ADM-HEA website, JISC electronic mailing list, Weekly E-news bulletin, and *Networks* magazine.

Applicants were asked to complete an application form that gave details of their existing achievements and an outline project plan. They were also asked to identify a Mentor within their own institution able to support and assist with the development of their project. The application included a 'supporting statement' to be completed by the applicants' Head of Department/Dean to demonstrate the institution's support and commitment to the proposal.

In the first year (2008/9), twenty-nine applications were received, five of which were awarded a Fellowship. In 2009/10, twenty-one were received, six of which were awarded a Fellowship.

Applications were sent out for anonymous peer-review to members of the Art & Design and Media & Communications Reference Groups. Review took the form of a scoring system and feedback sheet completed for each application. A panel of ADM-HEA and senior staff from across the ADM sector made a final decision on the awards based on the information received from the reviewers. Upon request, all applicants were sent feedback on their applications, written by the reviewers and the panel. Applicants were informed of the results in late January/early February.

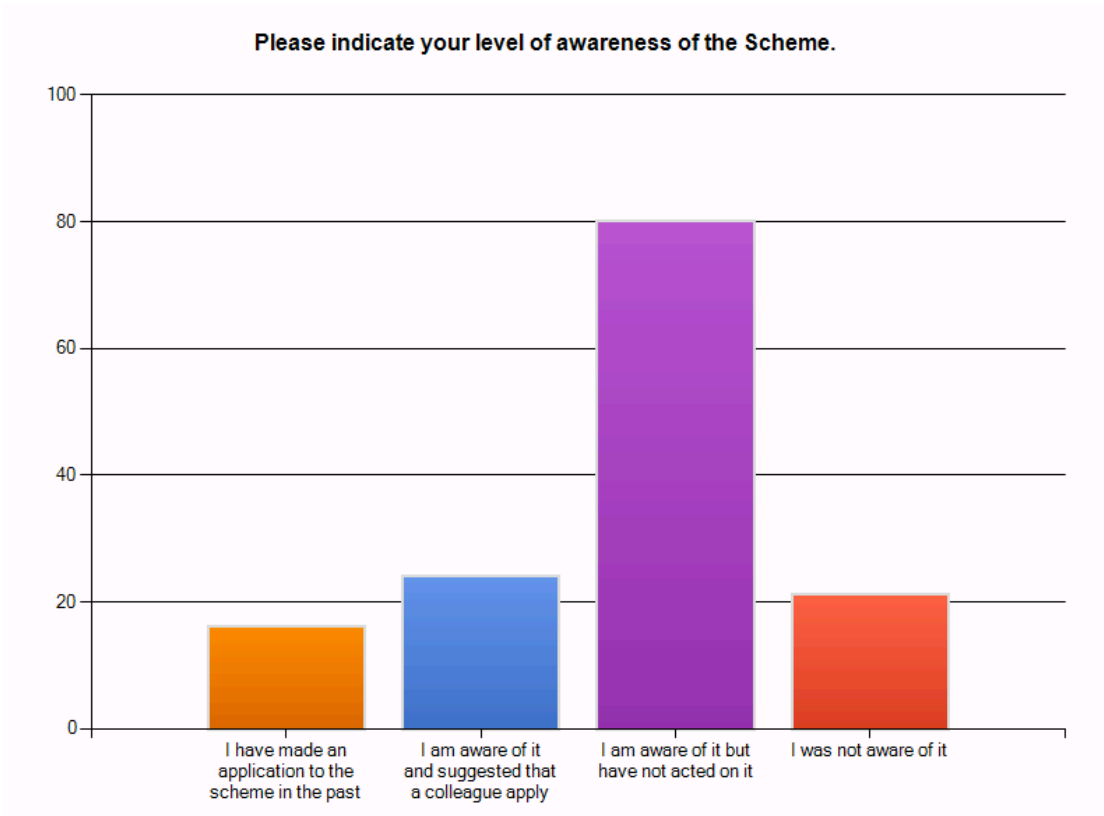
In both years, those awarded fellowships, together with their mentors, were invited to attend an introductory meeting in the following September to present their project proposal, be advised of development and dissemination opportunities available to them and meet and network with other Fellows.

Evaluation

The evaluation of the ADMTFS was carried out between March and May 2010 by means of an online survey. The link to the survey was emailed individually to all eleven teaching Fellows awarded their Fellowships between 2008-2010. A separate survey aimed at the

Fellow’s mentors, who were based within the Fellows’ own institutions was sent out simultaneously.

A question about the ADMTFS was also included in an online evaluation survey about *Networks* magazine that was distributed to the entire mailing list in order to gauge general awareness of the scheme within the ADM sector and not just those who had been involved in making applications.



There were 141 respondents to the awareness question, with 85% indicating that they knew of the Scheme’s existence.

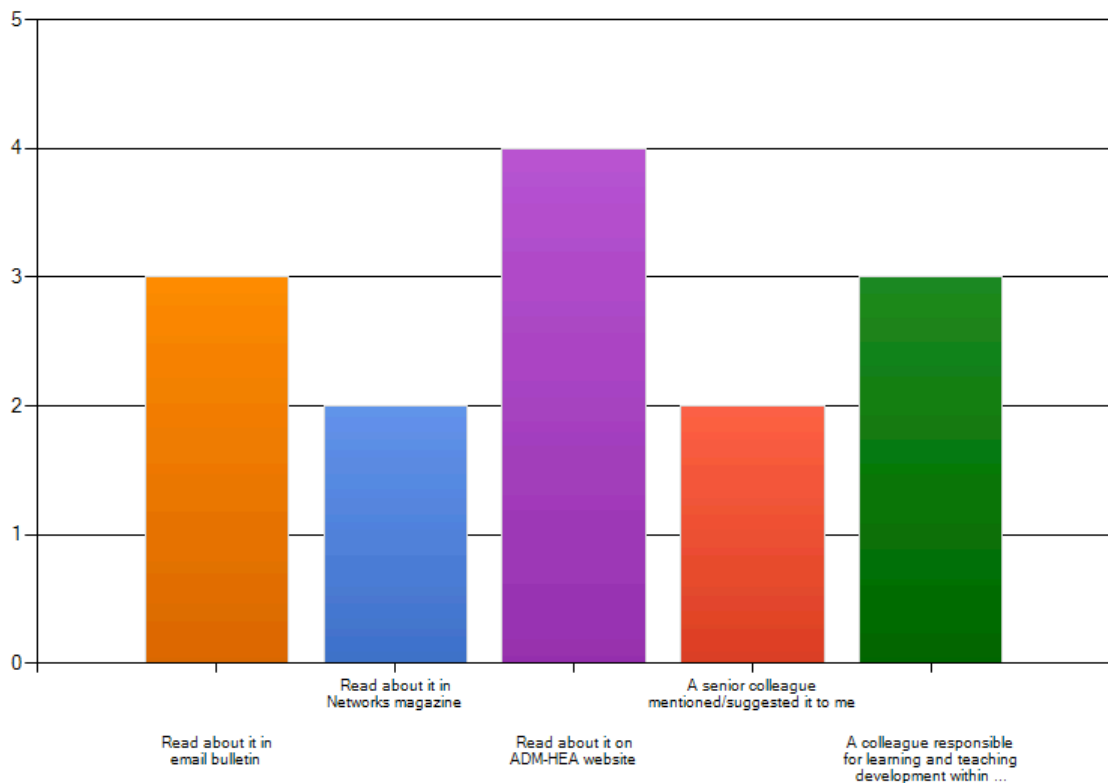
ADM Fellows’ Survey

There were eleven responses to the survey representing a 100% response rate.

Awareness

In response to a question asking how the applicants became aware of the ADMTFS, the ADM-HEA website, weekly e-bulletin and Learning & Teaching units at the Fellow’s own institutions appeared to be the main sources of information. One respondent did not reply to the question.

How did you find out about the Art Design Media Teaching Fellowship Scheme?



Application Process

The quality and amount of information available about the scheme was viewed by the Fellows as being, excellent (5), very good (4) or good (2).

Similar figures were apparent for the clarity of the application form and timescale for the application process. 6 of Fellows thought communication with ADM-HEA staff was excellent, with the remaining 4 stating it was very good. 1 did not reply.

A suggestion from one respondent was that some additional information about the required outcomes and a structure for the Fellowship year would have been helpful.

ADMTFS Event

In relation to the ADMTFS event, held in September at the beginning of the Fellowship year, 10 stated that they definitely or mostly agreed that it had increased their confidence. 2 respondents stated that they did not attend the event but nevertheless answered the following questions as though they had:

All thought that the event had provided them with networking opportunities with other fellows and mentors. Comments included:

“My experience of the scheme was entirely positive.”

“I found the initial meeting very beneficial, meeting other Fellows, seeing their project presentations, gave me reassurance and increased confidence for my own project.”

“Although there were offers and suggestions these never happened and I never heard from anyone who said they would give me contacts.”

“It was a shame that more contact hasn’t been maintained. Perhaps some further events would be helpful, staged to run throughout the year.”

“It was an enjoyable and useful event but it would be good to have further events to meet other Fellows and perhaps interim dissemination of project work would be useful.”

Impact

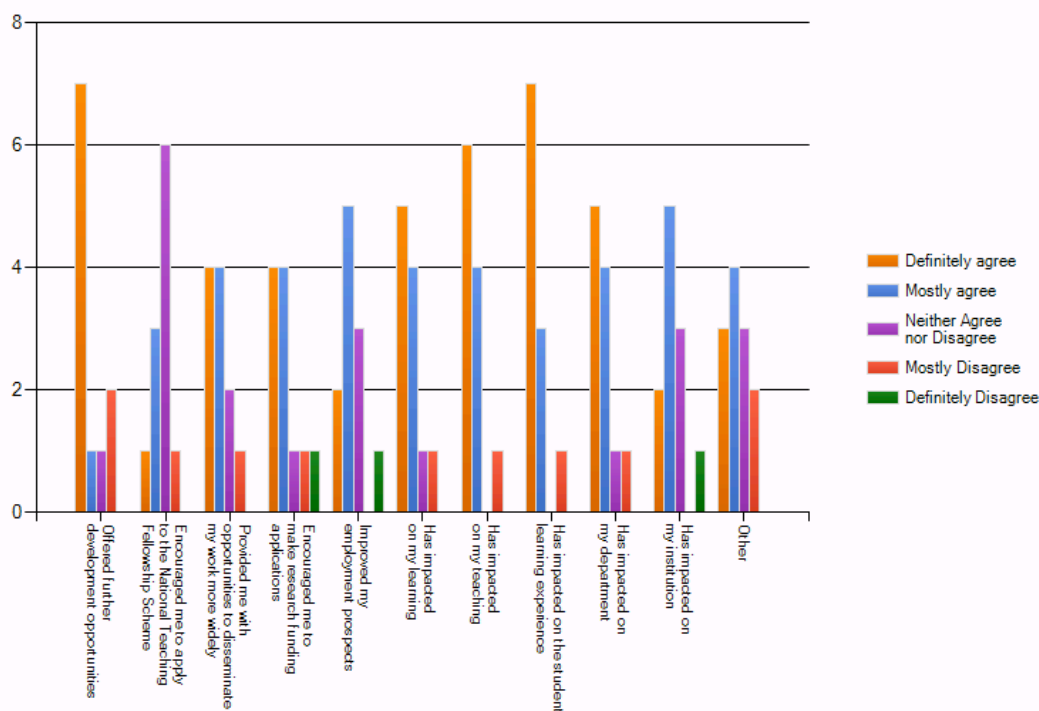
8 agreed that the scheme offered them further development opportunities. 1 was unsure, 1 respondent said that it hadn’t. 1 did not reply.

3 respondents definitely agreed that it had encouraged them to apply for the National Teaching Fellowship (NTFS), however, the majority (6), did not have a definite view on whether they felt encouraged to apply. Only one respondent stated that they had not felt encouraged.

8 agreed that the Scheme had provided them with opportunities to disseminate their work more widely. 8 said that it had encouraged them to make further research funding applications. 1 respondent gave a negative response.

Fellows were asked what level of impact they thought the award had had on their knowledge/practice and on their institutions:

Since achieving your award, what type of impact would you say it has had on your knowledge/practice?



The highest (10) thought it had impacted on their students learning, with significant percentages stating that it had impacted on their own learning, teaching and on their department: 9, 10 and 9 respectively. Comments were generally very positive:

“My research into dyslexia and the interactions I have had with my student participants has persuaded me to adapt my practice to be more flexible to the learning styles of individuals. I have had to re-evaluate my position as tutor.”

“My application for a university teaching fellowship was achieved a couple of months later and I am sure the additional professional credibility has helped support subsequent conference and research proposals.”

“My teaching has developed and I have attempted, where possible, to incorporate the knowledge gained from the project into the course modules. Other departments have run a collaborative project and I have been directly involved in these or provided advice.”

One Fellow did not have a positive experience of the Scheme within their institution:

“My own organisation just wanted the money and the kudos – no attempt was made to help or support me and my mentor did not meet with me once – the organisation I worked with however was wonderful! It should be noted that the matched funding was a sham and I was given nothing apart from the ADM-HEA money. I had no remission and was expected to do the work in my own time”.

In terms of levels of impact within the Fellows’ institutions, the majority (7) either definitely or mostly agreed that there had been an impact at student learning and at course level. 8

thought there had been an impact at a departmental level. 5 thought there had been an impact at an institutional level. 3 thought their fellowship had had an impact outside their own institution. 6 were unsure whether their fellowship had impacted outside their own institution or not. The majority of comments registered were positive:

“My research is not yet sufficiently developed to have made any impact yet, but I have high hopes that it will in future.”

“The Centre for Educational Research and Development at my institution has been very supportive of this project and has subsequently supported a further project, both financially and in the form of encouragement.”

“My work was featured in university magazines and website.”

“The organisation I worked with has implemented my project – my institution just used my fellowship in their publicity materials but did not support the work in any way.”

Fellows were asked for specific feedback comments they had received from their students in relation to their Fellowship status, project work and/or related teaching:

“I don’t think students are aware of it, but the students with whom I am working are extremely positive and behind the work.”

“The feedback from students has been very positive as they can quantify the benefits and the increased quality of their work.”

“The feedback is ongoing but the students have taken ownership of the blog established and now use this as a peer-to-peer sharing opportunity. It has created an opportunity to engage outside agencies in the feedback and comment on student projects. It has created a buzz.”

“I regularly receive very positive feedback direct from students about the new resource and how helpful and inspiring it is. My status is acknowledged but has little meaning for students.”

“The funding has allowed a more structured and formalised approach to the project and associated work with students, as well as time to evaluate the work further.”

Four respondents did not reply to the question.

Dissemination

When asked to provide details of any dissemination work they had undertaken or development opportunities that had arisen as a result of their Fellowship, one Fellow provided a reply in the form of a list of seven conference/workshops at which they had disseminated. Others commented as follows:

“..it has taken some time to initiate the work and I think it will be a few months before there are significant outcomes. Our group is planning to develop an interactive learning tool and a publication.”

“My institution has lodged a patent for the project mechanism I developed.”

“This is on-going and I am currently reviewing and writing up findings with the opportunity to publish.”

“As a result of the confidence instilled by receiving recognition for my efforts to improve the student learning experience, I went on to present at the Art and Design Teaching and Learning day and the National Annual Learning and Teaching Conference in March 2010. It was very well accepted and I received lots of positive feedback from colleagues and peers.”

“Questionnaires and filming of students to find out more about their perceptions of achievement and learning. 5 conference papers on related peer-mentoring and student success.”

Mentor's Role

Fellows were asked how they would rate their experience of having a mentor for the Scheme. 1 felt it had been an excellent experience, 8 thought it was either good or satisfactory, and 2 thought it had been poor. Comments included:

“It was helpful to have a critical friend to look at the work objectively and advise on future activity. I'm not sure there has been enough guidance on the role of the mentor though.”

“Unfortunately, I rarely saw my mentor.”

ADM Mentors' Survey

There were seven out of eleven potential responses to the survey, representing a rate of 63%. The response was disappointing given that personalised invitations and follow-up reminders were sent out stressing the benefits of evaluating the Scheme.

Awareness

In answer to the question about how Mentors found out about the Scheme, 3 indicated that the applicant had approached them. The remainder either found out about it from a colleague or through *Networks* magazine.

Application Process

In reply to their opinion about the application process: 3 thought that the quality and amount of information available was good, 2 thought it was excellent, 2 thought it was satisfactory.

4 thought that the application form was clear and easy to complete with 1 stating it was excellent and 1 that it was satisfactory. 1 did not reply

In terms of the timescale for the application process, 3 thought it was satisfactory and 3 thought it was either good or very good. 1 did not reply.

Communication with ADM-HEA staff

5 of respondents thought communication was good, 1 thought it was satisfactory. 1 did not reply.

In terms of the feedback they had received: 3 thought it was satisfactory, 2 thought it was either very good or good and 1 thought it was poor.

Comments made in this section included:

“The role of the mentor should be explained more clearly with resources for the mentor on the website.”

“The application process was very time consuming.”

ADMTFS Event

6 of the respondents stated that they had attended the initial Fellows’ event, however, one respondent subsequently commented that they had not actually attended the event but nevertheless provided replies to the following questions:

5 of those felt that it had helped to increase the Fellows confidence. 4 mostly agreed that the event had offered networking opportunities with other Fellows and Mentors, 2 definitely agreed that it had.

3 were unsure about whether the event had provided them with additional information about the Scheme, 2 mostly agreed that it had and 1 definitely agreed that it had. 3 were unsure about the information the event had provided them with about the role of a Mentor and 2 definitely or mostly agreed that it had.

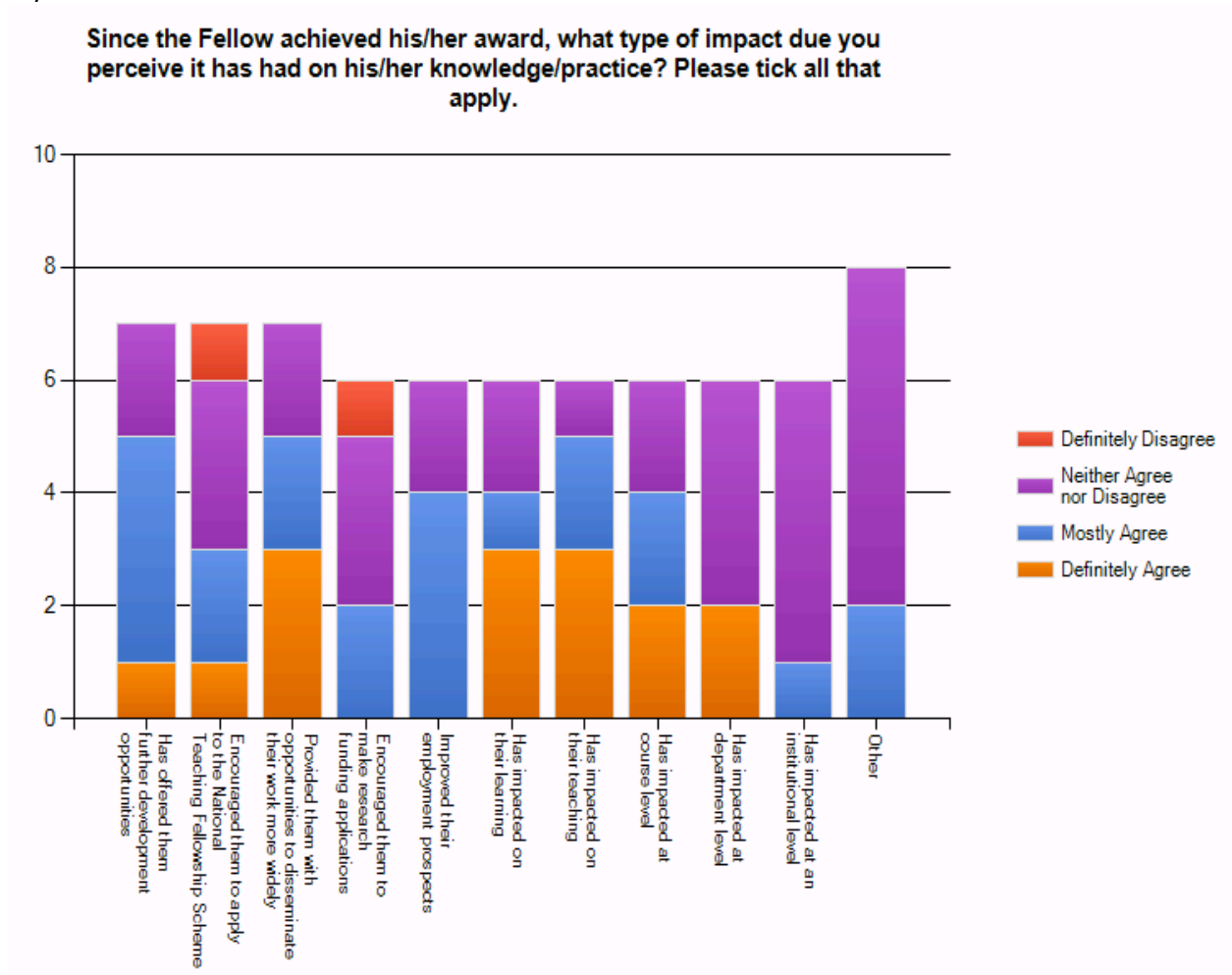
4 thought that the event had been useful in suggesting further dissemination opportunities, 1 was unsure.

Comments in this section of the survey:

“The focus of the event was on the Fellows not on the mentors, it would be helpful to have more support for mentors.”

“As I did not attend the event I cannot give proper comment to 2 of the questions.”

Impact



4 mostly agreed that the Scheme had offered Fellows further development opportunities, 1 thought it definitely had and 2 were unsure.

3 were unsure whether the Scheme had encouraged Fellows to apply for the NTFS, 3 agreed or mostly agreed that it had. 1 thought that it hadn't.

5 agreed or mostly agreed that Fellows had been provided with opportunities to disseminate their work more widely, 2 were unsure on this point.

3 were unsure whether Fellows had been encouraged to make further research funding applications, 2 mostly agreed that it had, 1 definitely disagreed.

4 thought Fellows' employment prospects had been improved, 2 were unsure.

4 thought the Scheme had impacted on Fellows' own learning and 5 thought it had impacted on their teaching. 4 thought that there was an impact at course level, 2 at departmental

level and 1 at an institutional level. One respondent also thought it had had some impact within other institutions.

Comments in this section of the questionnaire included:

“It is too early to assess impact. It would have been useful to have had more institutional support to open up new opportunities.”

“Work was disseminated through presentations.”

“This Fellow is a Technician but through teaching this project he has been approached by other courses to teach on their courses a similar type of project.”

“The website is being used by students in support of their learning. Since the formation of the website, similar techniques are being used in different academic areas of the school.”

When asked to provide feedback received from staff and/or students in relation to the Fellow’s status, project work and/or related teaching, the following responses were given:

“Staff have been broadly supportive but student participants have been very enthusiastic. It has been unfortunate that the Fellowship occurred during a time of major institutional change.”

“Students and staff enjoyed the collaborative nature of the project.”

“ Staff found the project outcomes very interesting.”

“Feedback about the project is excellent, there is an opportunity to present the work to the VC in July.”

Dissemination

Mentors were also asked to provide details of any dissemination work or other development opportunities that they were aware of that had arisen since the Fellow received their award:

“The plan for dissemination is still being developed but among other things, there will be a publication and are planning the development of an interactive learning tool for dyslexic students.”

“Presentation of work at Teaching and Learning Symposium at university.”

“Dissemination has been across the college and the university, in learning and teaching days and in the annual learning and teaching conference (peer reviewed).”

Mentor’s role

Mentors were asked to rate and comment on their experience of their role:

4 thought it had been good, 1 thought it had been excellent. 1 thought it was satisfactory and 1 that it had been poor.

“A tighter framework and more support events would be useful.”

“It was very good to be involved to a range of events and I enjoyed those I was able to attend. I wish I had been able to attend more.”

“We had regular dialogue throughout the project.”

“It has been a pleasure to see my mentee grow in confidence about not only his work but his own abilities.”

The following responses were made to a question requesting comments and suggestions about the Scheme:

“It’s a very good scheme but needs more peer-to-peer support and institutions embedding the scheme strategically.”

“The Fellowship Scheme is a wonderful opportunity to encourage staff to engage with interesting teaching and learning projects that directly impact on the student experience. My involvement has raised my awareness of the Scheme and I have encouraged colleagues to apply. In these days of funding cuts, the scheme is an invaluable beacon of opportunity for those interested in developing their practice and research.”

“I think it is an excellent scheme. I was dismayed to this year when the deadline was extended after two applications from my faculty had been submitted. With extra time these could both have been expanded upon.”

“Please keep it going. My only concern is that transition to NTFS, as in many cases this would be nigh on impossible, either the university concerned would not support an application or as the status of the work is not international then the application would not be strong.”

Conclusions/Recommendations

This evaluation identifies a strongly positive reaction to the Scheme within the ADM sector and also an appetite for further development opportunities. It is good to see that there is a demonstrable impact at the level of the student learning experience.

Based on the comments received in the survey, the possible areas of the Scheme to review and revise are:

- Additional information about the required outcomes and a structure for the Fellowship year.

- Keeping up consistent contact with the Fellows throughout the year of their Fellowship.
- Arranging further meetings and opportunities for Fellows within the sector.
- Quantity and quality of information available to mentors on what their role entails as well as details of their obligations to the Fellows.
- Securing additional support from senior management/T&L development departments at host institutions in relation to time, finance, mentors.
- Offer Fellows further encouragement and support to apply for the National Teaching Fellowship Scheme.
- Dissemination of project work via ADM-HEA website/publications for wider ADM sector benefit and to provide evidence of ADM-HEA's impact on student learning experience.

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