Managing student expectations using the 'ideal' university student survey: Induction with Design Engineering undergraduates
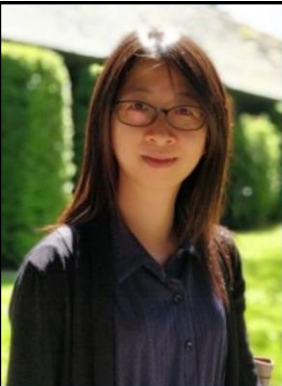
Dr Tiffany Chiu[a], Dr Freddie Page[b]

[a] Centre for Higher Education Research and Scholarship,
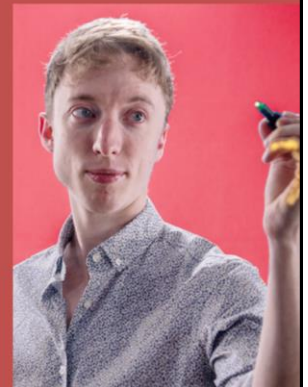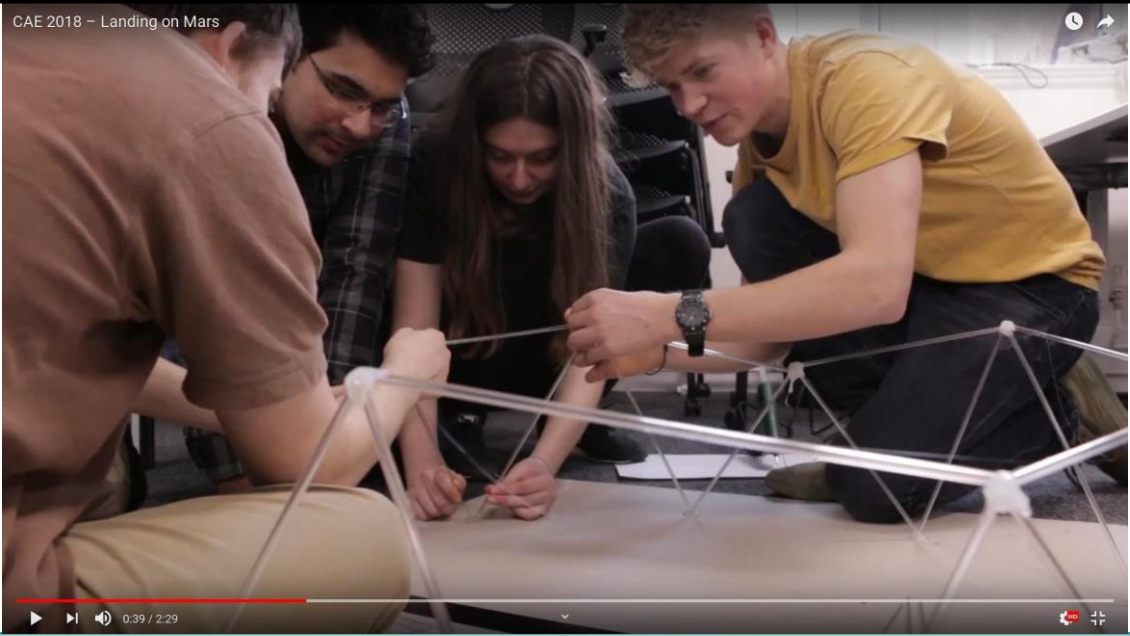[b] Dyson School of Design Engineering,
  Imperial College London

CAE 2018 – Landing on Mars

0:39 / 2:29

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About the project where the survey is derived...

- To explore views and expectations of what it means to be a university student, from the perspectives of students and staff in higher education
- Collaboration

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IDEAL STUDENT

Induction exercises in the Dyson School of Design Engineering

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University Readi..

unistudent.com (student version)

survey focuses on your views, attitudes and expectations of the 'ideal' university student. In other s, in an ideal world, what do you think should be expected of students? Your opinion is important are no right or wrong answers. More information can be found on *idealunistudent.com*.

a scale of 1 to 5, with 5 being 'very important' and 1 being 'not portant', please rate the following statements with a tick (✓):	1. Not important	2. Slightly important	3. Moderately important	4. Important	
Enthusiastic, passionate, engaged and/or motivated in learning					
Dedicated, focused and/or determined in learning					
Disciplined, diligent and/or respectful in learning					
Responsible and/or professional in learning					
Good attitude, willingness and/or behaviour in learning					
Good preparation and/or readiness in learning					
Hard working and/or studious in learning					
Curious, inquisitive and/or open-minded about learning					
Do more than required and/or go the extra mile in learning					
Always trying their best in learning					
Good attendance and/or punctuality					
Good critical thinking, analytical and/or problem-solving skills					
Good numeric, mathematical and/or statistical skills					
Good reading and/or writing skills					
Good presentation, speaking and/or communication skills					
Good digital and/or technology skills					
Good research and/or inquiry skills					
Good organisational or time-management skills					
Good job searching or job application writing skills					
Good interpersonal and/or communication skills					
Good leadership skills					
Good social skills and/or with wide social networks					
Good cross-cultural awareness and/or appreciation of global diversity					
Good balance between academic or social activities					
Being a high achiever and/or has top grades					
Being positive or happy					
Being confident					
Being independent or self-directed					
Being friendly or approachable					
Being modest, low-profile or quiet					

Examples:
24. Good balance between academic or social activities
25. Being a high achiever and/or has top grades

Research methods:
Focus group & Survey

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Pedagogical implementation:
Managing student expectations in higher education

3 steps

- Step 1: Students to complete online survey about 'ideal' student & download their answers in the session. (5-10 mins)

- Survey link: idealstudent.org

Ideal Uni Student

0% complete

Ideal Student survey

Welcome to the Ideal University Student survey

This survey focuses on your views, attitudes and expectations of the 'ideal' undergraduate student. In other words, in an ideal world, what do you think should be expected of students? Your opinion is important and there are no right or wrong answers.

Please ensure you have read the information sheet. By completing and submitting this survey, your consent to participate is assumed. The survey will take around **10 minutes** to complete. For smartphone users, you may want to 'zoom out' and/or rotate to 'landscape' mode for easier viewing.

Please note the 'prize draw' is now closed.

To begin the survey, please click 'Next' below.

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Pedagogical implementation:
Managing student expectations in higher education, cont'd

Step 2:
- ✓ Student discussion: *What are the most important features of a student at Imperial?*
- ✓ Post their top five important features on **Mentimeter** and prompt student rationales.

Mentimeter

Step 3:
- ✓ Lecturers to list/show their top five important features.
- ✓ Discuss any mismatches.

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What are the most important features of a student in Design Engineering?

Knowledge & Understanding

At the end of this programme, students should be able to:

Demonstrate (KU1) comprehensive knowledge of concepts and procedures in the **Engineering Sciences** of Mechanics, Materials, Thermodynamics, Computing, Electrical & electronic systems

Demonstrate (KU2) comprehensive knowledge and understanding of principles and methodology of Creativity, Human factors, User interaction and experience, Sustainable product development

Demonstrate (KU3) comprehensive knowledge and understanding of methodology in Innovation, Entrepreneurship, Business, Project-management in relation to **Design Engineering**

Demonstrate (KU4) comprehensive knowledge and understanding of principles and value associated with **Integrative Design Engineering approach** including Systems design and engineering, Design for manufacture, DE processes, DE research

Intellectual & Practical Skills

At the end of this programme, students should be able to:

Select and **Apply** (IP1) concepts, methods, techniques, tools and technologies associated with **Design Engineering** with **High levels** of **Skill** and **imagination**

Evaluate (IP2) systems that are **Complex** or **Ambiguous** with appropriate **Design Engineering Methods and Approaches** assessing their potential Social, Environmental, Technological, Economic Impact

Create (IP3) inovative products services and systems that challenge the understanding of design engineering practice and discipline and deliver economic and social value

Synthesize (IP4) knowledge and understanding attributes and skills in the contexts of **Design Engineering** Research practice and Personal Development

Attitudes

At the end of this programme, students should be able to:

Reflect (A1) critically on **Own work** and **Peer review** to identify **Strengths** and **Areas that need improvement**

Communicate (A2) effectively through **Oral presentations**, **Graphical representations**, **Written reports**

Value (A3) collaborative group working **Demonstrate** individual responsibilities of Managing and Contributing in **Effective teams**

Analyse (A4) global professional contexts to define an evolving individual professional identity and environment in which they seek to operate

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What makes the implementation successful?

• Discussion on the expectations of university students needs to be contextualised within disciplines

IDEAS

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What it means to be a university student needs to be reinforced throughout the programme of study

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Pedagogical implications

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To promote and encourage greater *transparency* between lecturers and students on the expectations of students in HE

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Question to consider…

- Who decides the characteristics of the ideal student?
- Can/should students be taught the characteristics of an 'ideal' university student? If so, how?

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Further information

- Project website: idealstudent.org
- Exercise for managing student expectations in HE: Click here
- Publication: Wong, B. and Chiu, Y.L.T., 2018. University lecturers' construction of the 'ideal' undergraduate student. *Journal of Further and Higher Education*, pp.1-15.
doi: https://doi.org/10.1080/0309877X.2018.1504010

  Any questions or would like to know more about the project?
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