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Academic excellence for
business and the professions

Photo Elicitation

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Talking about Evaluation

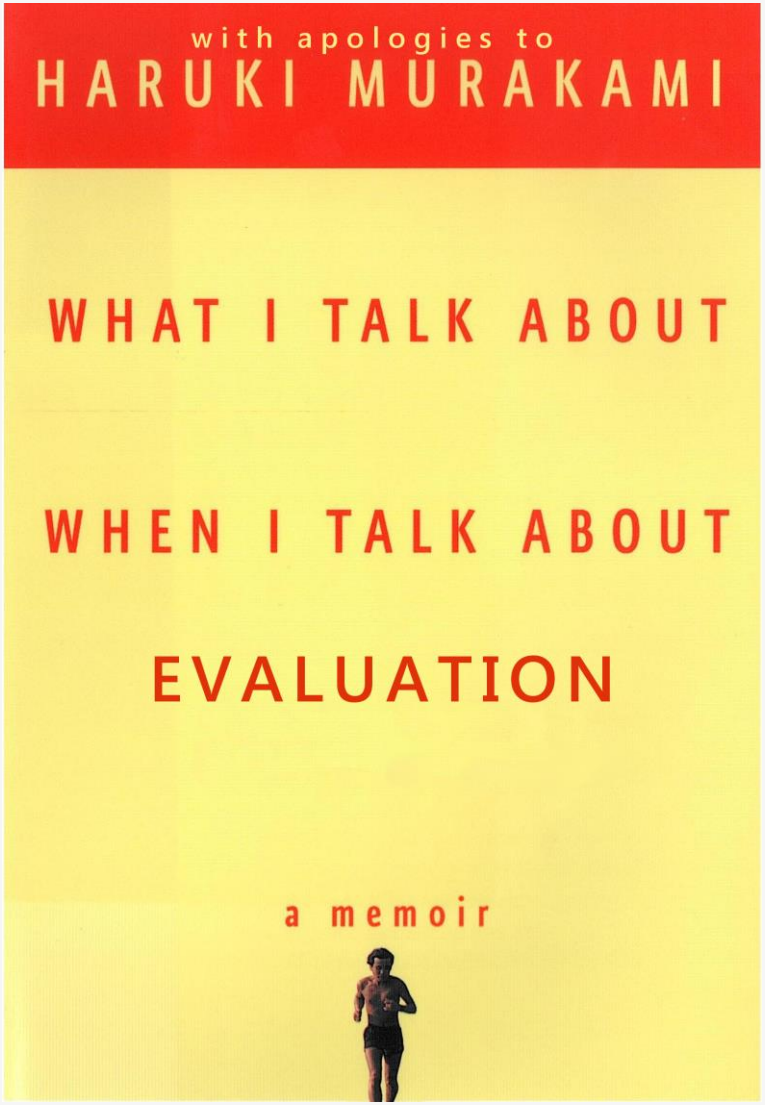
How we see the purpose and theory of evaluation

Context dependent evaluation practices

Trial of applying subject-led evaluation practices adopted from social sciences

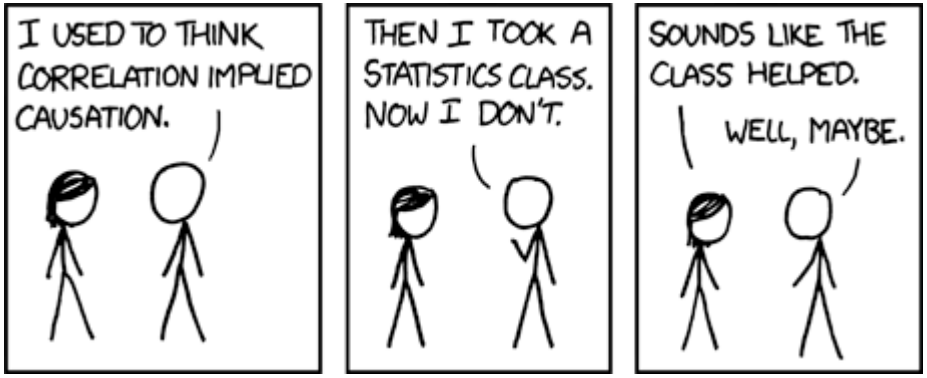
Judgement-free!

- What are we evaluating?
- Are we open to new and challenging feedback?
- How easy is it to operationalise evaluation?
- Does the evaluation benefit from continued collection?



Evaluation and Research

- Widening Participation (outreach and inreach) evaluation is a form of social research
- We aim to assess response to an intervention framed as a solution to a social issue
- An implicit responsibility to approach this as social scientists



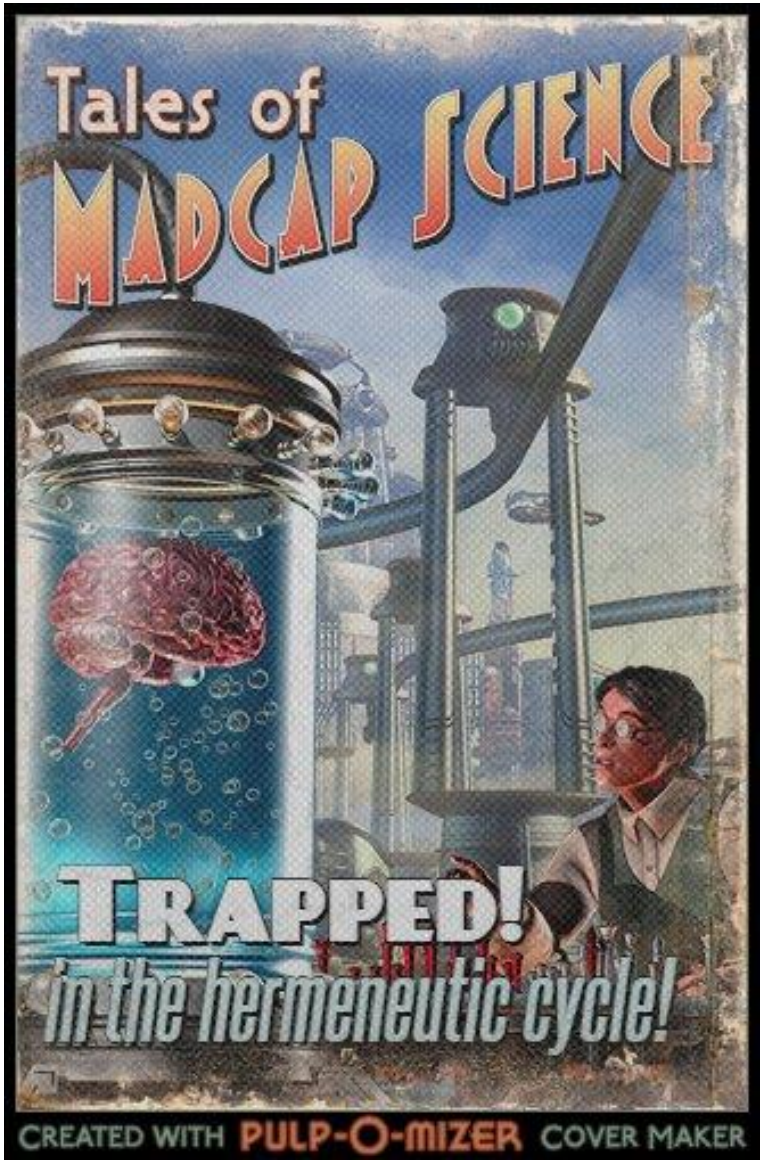
Implications of Evaluation as Research

- Making evaluation more difficult - problematising collection and analysis
- Institutional pushback?

But also!

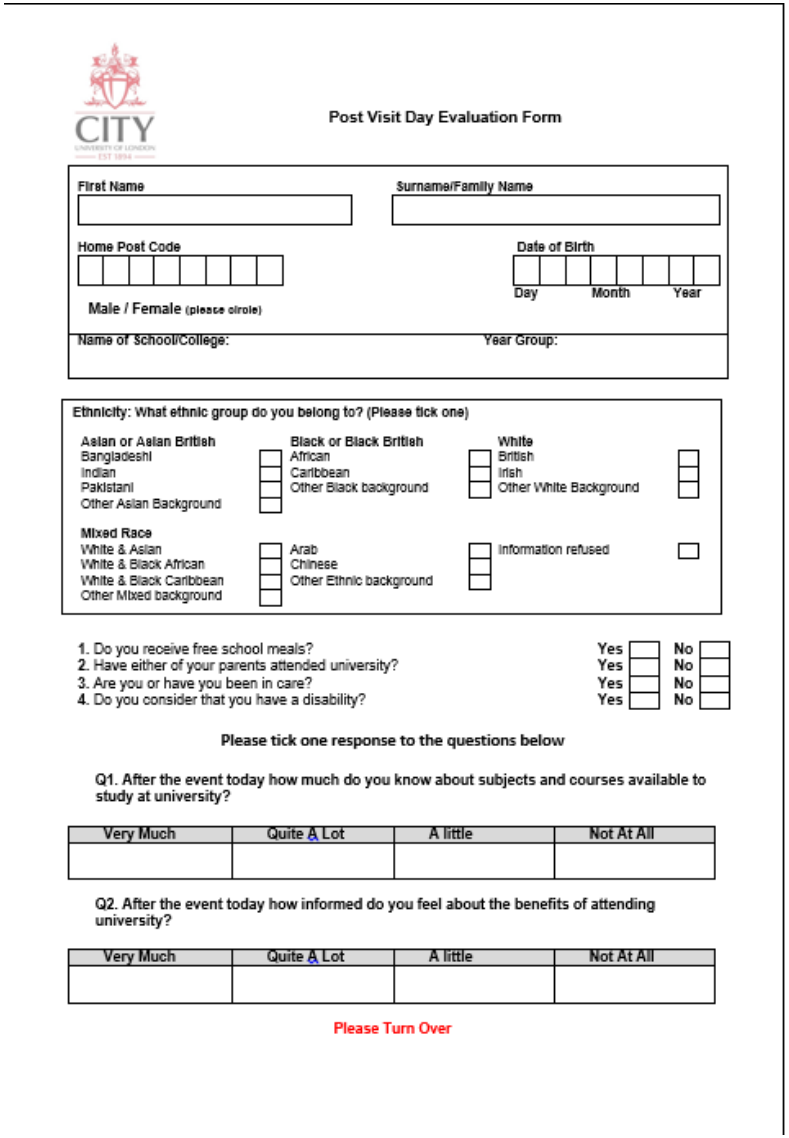
Interesting, challenging and unexpected results

Potential to operationalize evaluation for better effect



Our current WP evaluation processes

- Broad and ongoing support from Y4-Y13
- Varied “success conditions” based on age group and event
- Evaluation now standardized across age groups
- Pre and Post event form based evaluation
- Focus on immediate impact, HEAT for long term changes



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Post Visit Day Evaluation Form

First Name | Surname/Family Name

Home Post Code | Date of Birth (Day / Month / Year)

Male / Female (please circle)

Name of School/College: | Year Group:

Ethnicity: What ethnic group do you belong to? (Please tick one)

Asian or Asian British: Bangladeshi; Indian; Pakistani; Other Asian Background

Black or Black British: African; Caribbean; Other Black background

White: British; Irish; Other White Background

Mixed Race: White & Asian; White & Black African; White & Black Caribbean; Other Mixed background

Arab; Chinese; Other Ethnic background

Information refused

1. Do you receive free school meals? Yes / No
2. Have either of your parents attended university? Yes / No
3. Are you or have you been in care? Yes / No
4. Do you consider that you have a disability? Yes / No

Please tick one response to the questions below

Q1. After the event today how much do you know about subjects and courses available to study at university?

Very Much	Quite A Lot	A little	Not At All

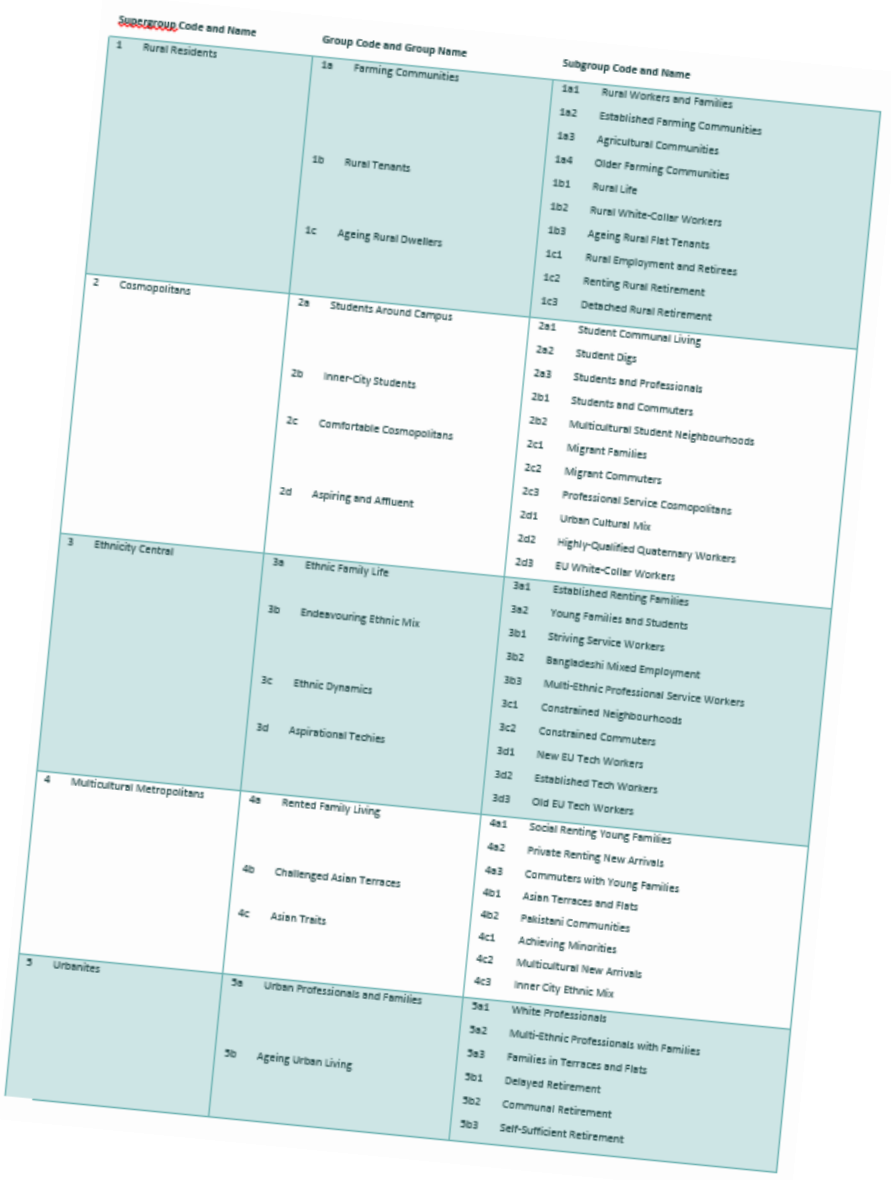
Q2. After the event today how informed do you feel about the benefits of attending university?

Very Much	Quite A Lot	A little	Not At All

Please Turn Over

Measuring Up

- What are we actually measuring?
- Evaluating the event vs evaluating our impact
- Final year reports
- What is HEAT for?
- **What** works and **How** it works and even **IF** it works, with no ***Why*** *it works*



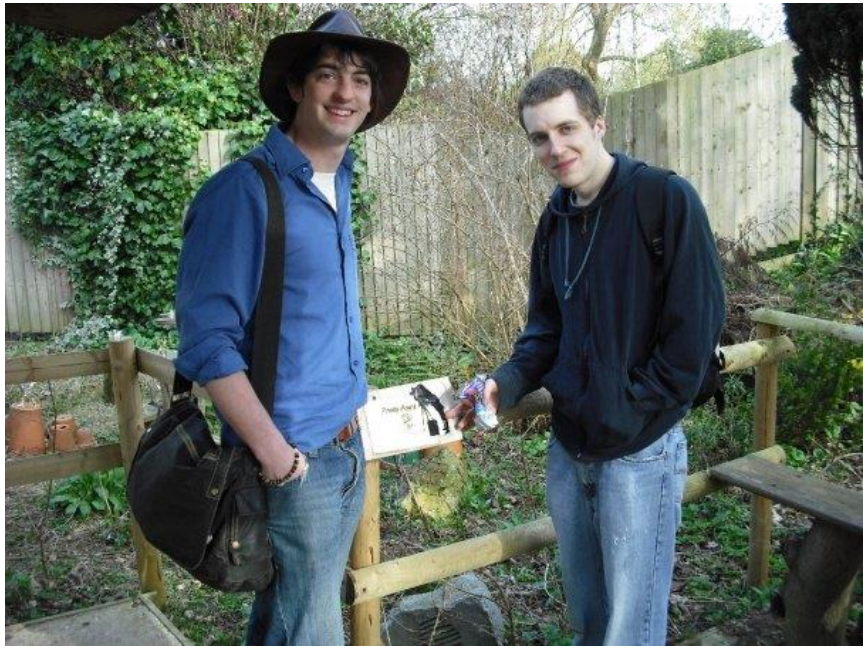
Supergroup Code and Name	Group Code and Group Name	Subgroup Code and Name
1 Rural Residents	1a Farming Communities	1a1 Rural Workers and Families
		1a2 Established Farming Communities
		1a3 Agricultural Communities
		1a4 Older Farming Communities
	1b Rural Tenants	1b1 Rural Life
		1b2 Rural White-Collar Workers
		1b3 Ageing Rural Flat Tenants
	1c Ageing Rural Dwellers	1c1 Rural Employment and Retirees
		1c2 Renting Rural Retirement
		1c3 Detached Rural Retirement
2 Cosmopolitans	2a Students Around Campus	2a1 Student Communal Living
		2a2 Student Digs
		2a3 Students and Professionals
	2b Inner-City Students	2b1 Students and Commuters
		2b2 Multicultural Student Neighbourhoods
	2c Comfortable Cosmopolitans	2c1 Migrant Families
		2c2 Migrant Commuters
		2c3 Professional Service Cosmopolitans
	2d Aspiring and Affluent	2d1 Urban Cultural Mix
		2d2 Highly-Qualified Quaternary Workers
		2d3 EU White-Collar Workers
3 Ethnicity Central	3a Ethnic Family Life	3a1 Established Renting Families
		3a2 Young Families and Students
	3b Endeavouring Ethnic Mix	3b1 Striving Service Workers
		3b2 Bangladeshi Mixed Employment
		3b3 Multi-Ethnic Professional Service Workers
	3c Ethnic Dynamics	3c1 Constrained Neighbourhoods
		3c2 Constrained Commuters
	3d Aspirational Techies	3d1 New EU Tech Workers
		3d2 Established Tech Workers
		3d3 Old EU Tech Workers
4 Multicultural Metropolitans	4a Rented Family Living	4a1 Social Renting Young Families
		4a2 Private Renting New Arrivals
		4a3 Commuters with Young Families
	4b Challenged Asian Terraces	4b1 Asian Terraces and Flats
		4b2 Pakistani Communities
	4c Asian Traits	4c1 Achieving Minorities
		4c2 Multicultural New Arrivals
		4c3 Inner City Ethnic Mix
5 Urbanites	5a Urban Professionals and Families	5a1 White Professionals
		5a2 Multi-Ethnic Professionals with Families
		5a3 Families in Terraces and Flats
	5b Ageing Urban Living	5b1 Delayed Retirement
		5b2 Communal Retirement
		5b3 Self-Sufficient Retirement

Photo Elicitation: Theory

As Evaluation:

- Breaking interview barriers
- Taking advantage of the way the brain processes information
- Dissembling the emic/etic boundary imposed by “evaluation”

As Photography:



Advantage one:

The brain works better when given prompts

The brain works best when you make your own prompts

Advantage two:

Empowering students leads to engagement

Unexpected/emic results

Honesty!

Photo Elicitation: Practice

Taster week

16 students (Y10)

8 groups

3 days

76 photos

4 group interviews

58 minutes of transcripts!

Discourse and Thematic

Visual

Demographic analysis

Changing practice

Evaluating success

Tourist photos!

Distance and separation

No students, ambassadors or others

Friends, learning and relaxing

Sessions – criminology, tour and lunch

Distance and belonging: a quasi-student identity

Photo Elicitation: Results 1

M1: I think it was probably on the way to the café.

MS: So it was coincidental that you just went there. So when did you take that? Was that at a specific part of the event, just before you went home or sth?

M1: It was just before we went into that other room.

MS: OK, so again the focus was on you rather than the environment. Cool, so overall looking at all the pictures. If you wanted to make a memory, do you think that after this exercise you understand the university and what it means to you as individuals a bit better?

M1: Yeah, because we went to different places at the university and I saw this is a very diverse university with lots of people from different places. So that was good. I saw lots of different people.

MS: Do you think the camera helped you to be a bit more aware of where you're going because you knew you had to take pictures? Or do you think it didn't make a difference? There are no wrong answers on this.

F1: I think it did because we had to take pictures of what was important when and where. Rather than if we didn't had the cameras we would just walk by and didn't think anything of it.

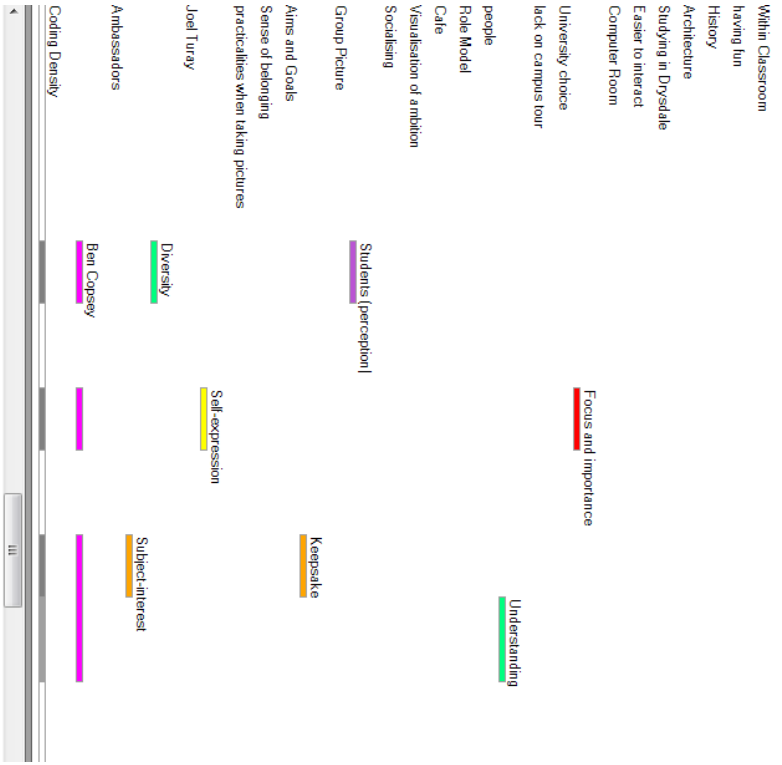
MS: OK, thank you. So, coming to the last set of pictures. Which was interesting because, in comparison, three isn't' a single person in your selected set of pictures. It's interesting as you can already see how different people interpret the task differently. If you want to start?

F3: I took this picture of an ultrasound of a baby because I am interested in children and want to be a paediatrician in the future. I like ultrasounds for some reason.

MS: They look quite arts-y, don't they... So it has a meaning to you because you're quite interested in this already. Do you think going to SHS and looking at this ultrasound picture helped you understand it a bit better?

F3: Yea a bit

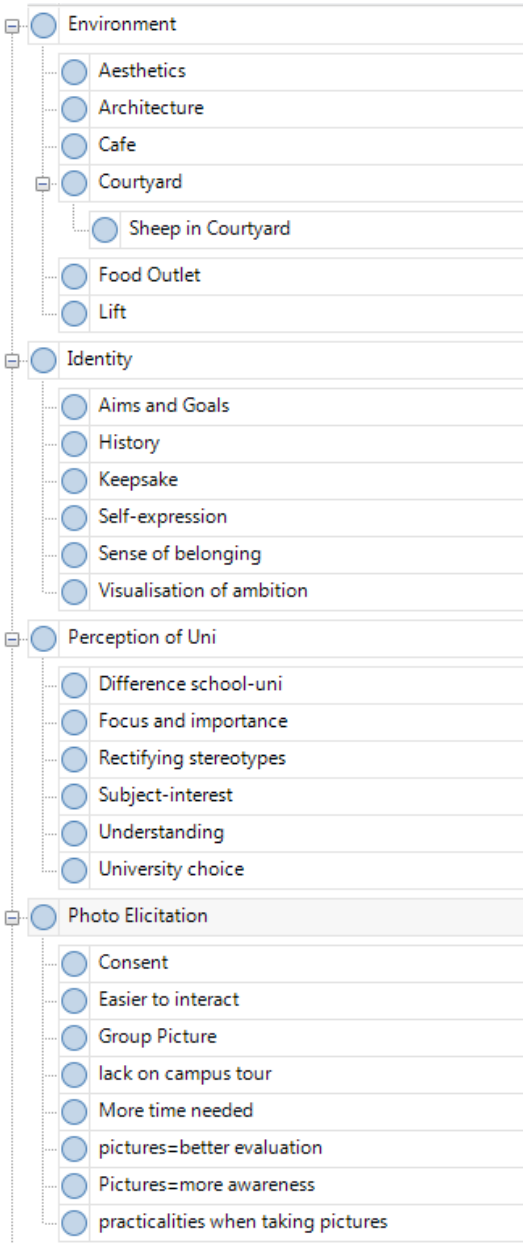
MS: Do you think it was useful to go to SHS and do you learn a bit more about what you want to do?



Transcript coded by concepts mentioned

Codes emerge through close reading

Codes created by student discussion



Architecture: the look, feel and appearance of City

Student Identity: what it is to be a University student

Subject Choice: Positive/Negative comments on subjects, range of study, subjects to pursue at University

Practicalities: Ease of Interaction: working with Ambassadors and each other, photo process

Discussion Task

Diversity

Studying in University

Aims and Goals

Having fun

Architecture

Identity

Lecture Theatre

Ambassadors

Sort these codes into four groups based on your associations

Form your four groups into two orders

Learning

Relaxing

Sense of belonging

Keepsakes

Stereotypes

History of Uni

Self expression

Socialising

Into the Mind of a 16 year old…..

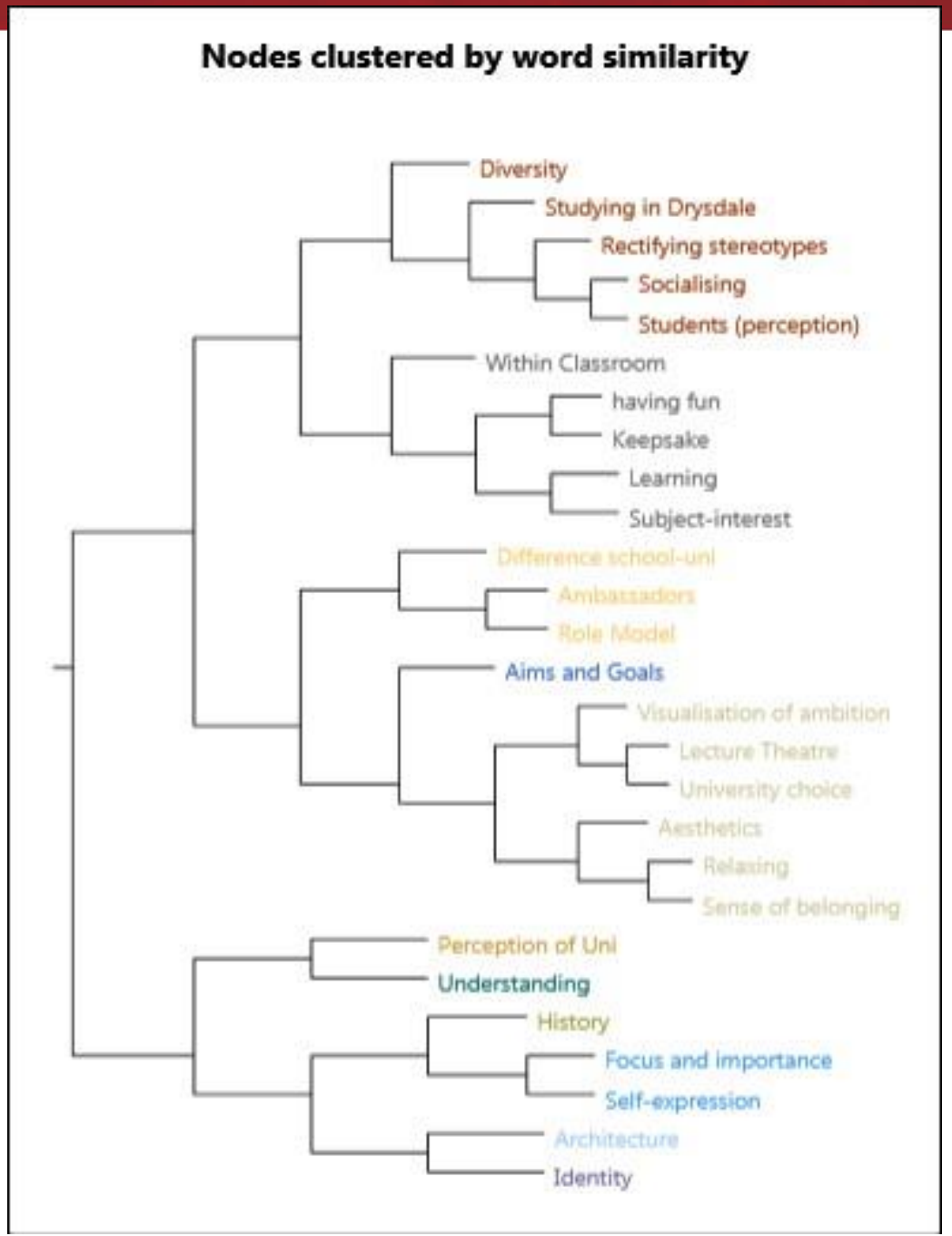
Close nodes show strong relation in student interviews:

Related concepts
Issues raised
Thought processes

Distant nodes show weaker/no association

Branches show concepts associated together into “genera” by participating students

Genera become families, orders and classes



Operationalising our Results

Closely related concepts encourage students to access our higher order aims and goals on their own terms:

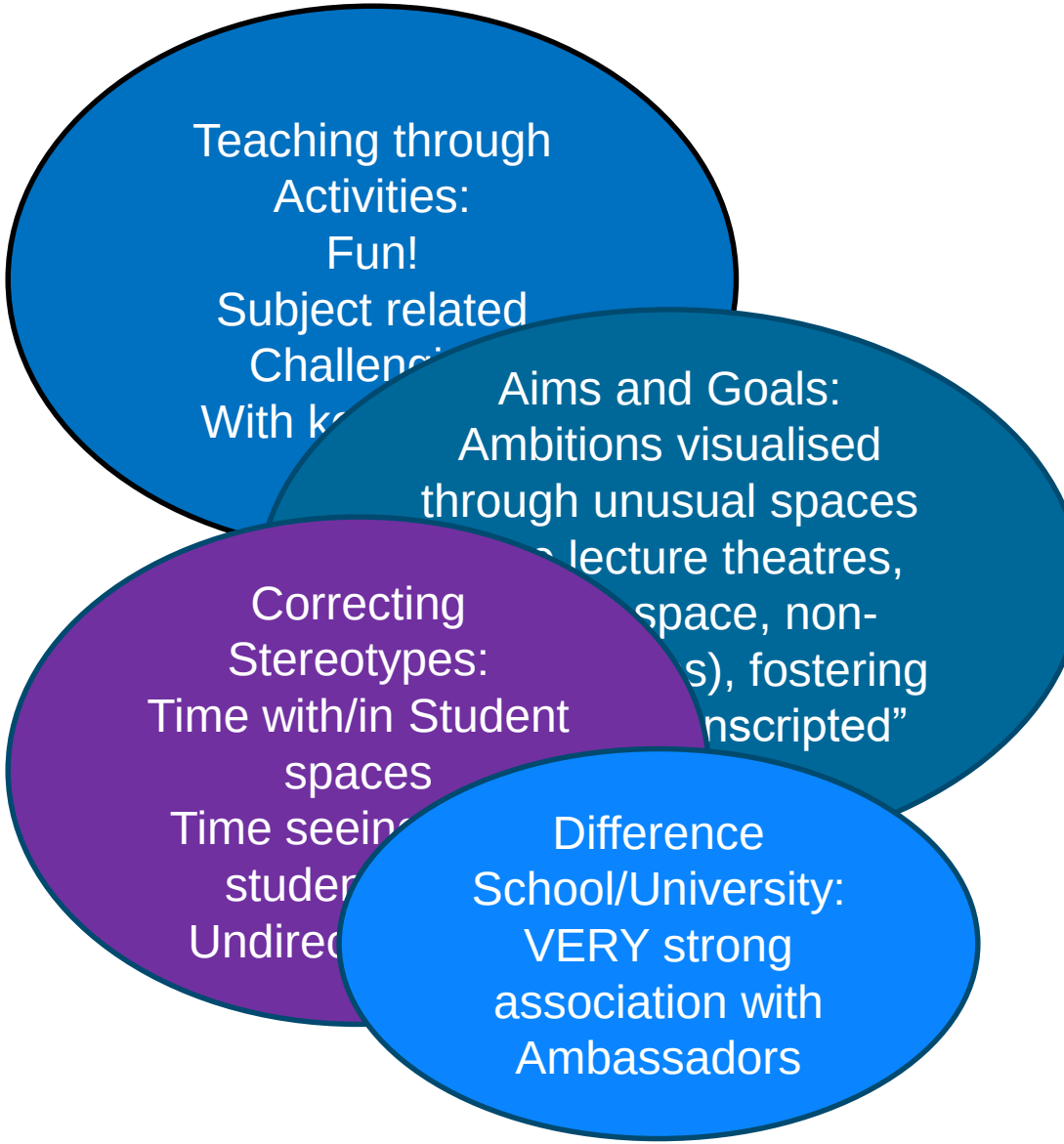
Teaching through Activities

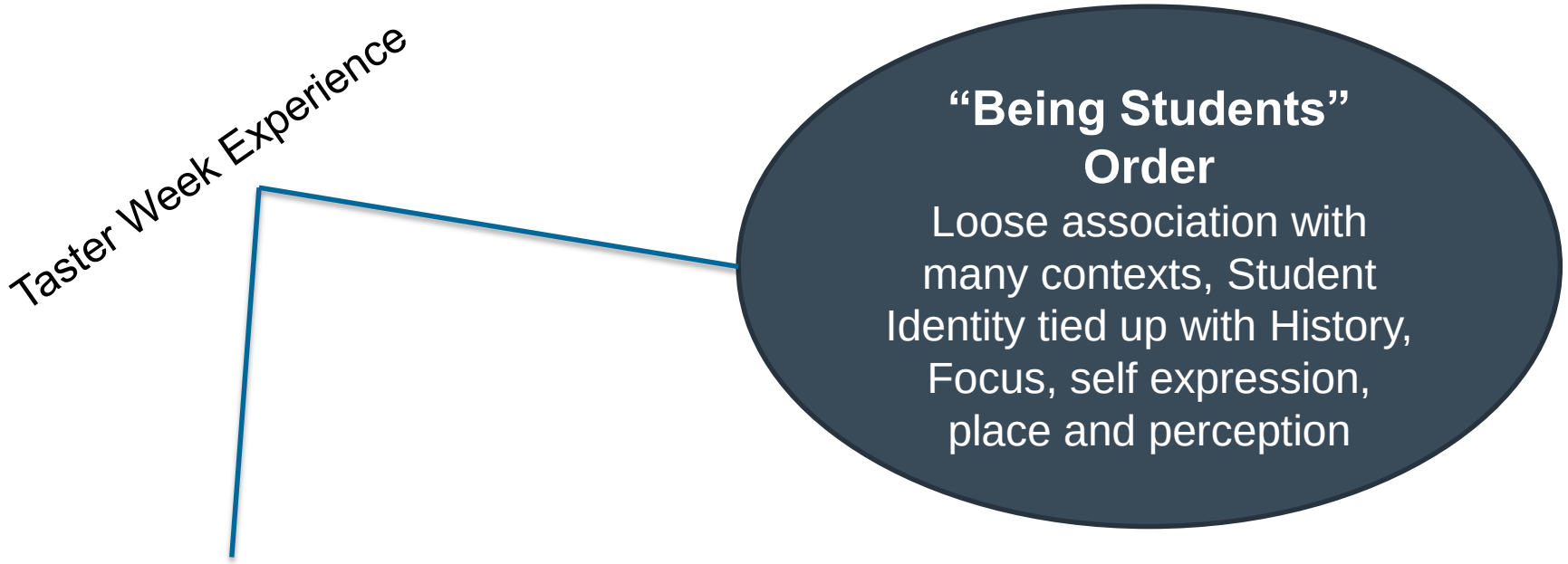
Visualising student Goals

Correcting University Stereotypes

Exploring differences between school and University

Encouraging a student identity





"Seeing University" Order

- Teaching through Activities
- Correcting Stereotypes
- Aims and Goals
- Difference School/University

"Being a Student" is a feeling we are not successfully creating

NOT strongly associated with anything they experienced

Self-constructed Identity – keeping a distance

Clear evidence that we struggle to fulfil this aim

Takeaway thoughts

- What are we evaluating?
- Are we open to new and challenging associations?
- How easy is it to operationalise evaluation?
- Does the evaluation benefit from continued collection?

Student Experience
Influence of events on aspiration
The event?

Evaluation that challenges assumptions
Unexpected results
Student Identity and the Taster Week

Association of concepts allows simple changes with significant effects

Increasing sample size will vastly improve targeting on an individual student level

Thanks!

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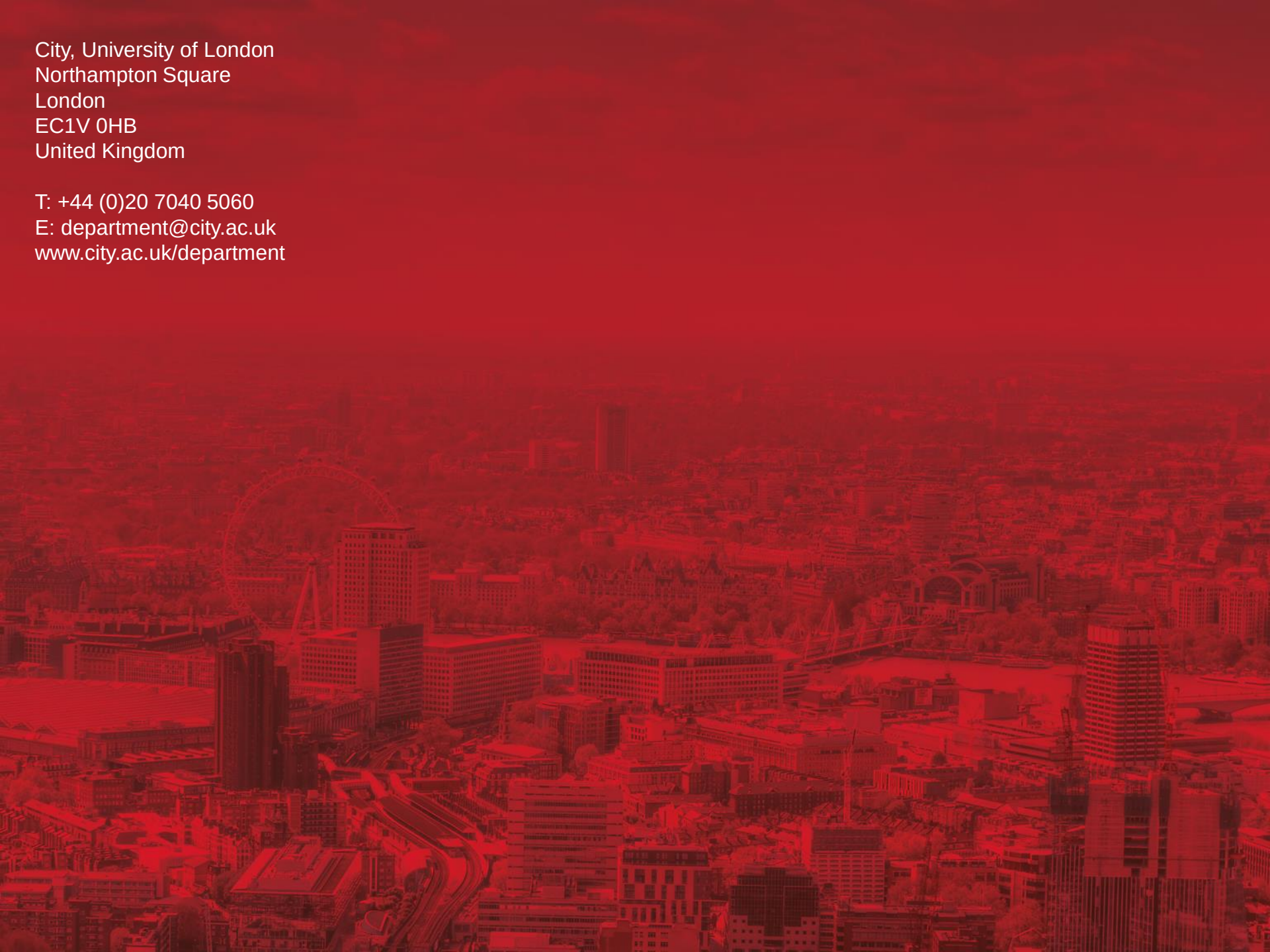
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