



Academic excellence for
business and the professions

Quality Qualitative

Photographic Elicitation in WP Practice

Ben Copsey
City, University of London

Why do you Evaluate your outreach projects?

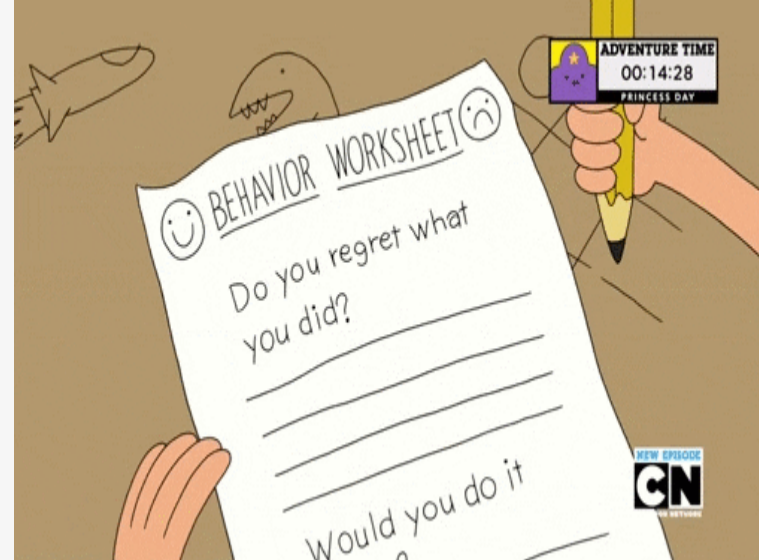


What data do you generate?

Quantitative

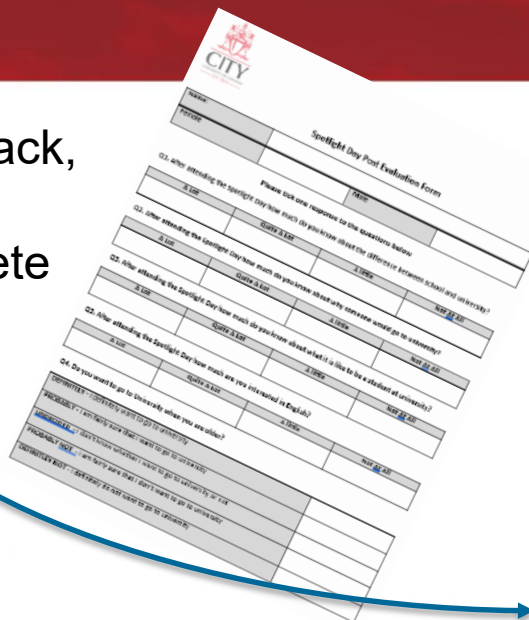


Qualitative



What do you do with it?

Generating feedback,
student data and
measurable/discrete
information



Spotlight Day Post Evaluation Form

Please tick one response to the questions below.

Q1. After attending the Spotlight Day how much do you know about the difference between school and university?

Q2. After attending the Spotlight Day how much do you know about safety measures around the university?

Q3. After attending the Spotlight Day how much do you know about what it is like to be a student at university?

Q4. Do you want to go to university when you are older?

Q5. Do you want to go to university when you are older?

Q6. Do you want to go to university when you are older?

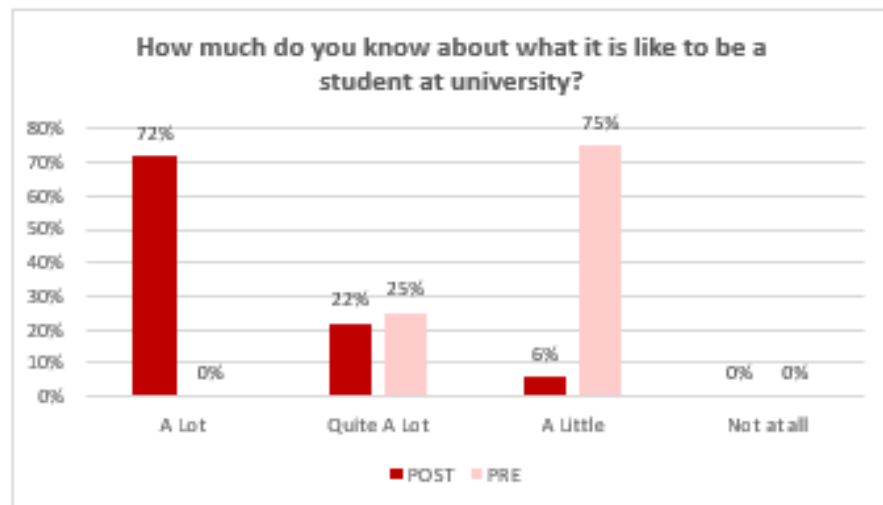
Q7. Do you want to go to university when you are older?

Q8. Do you want to go to university when you are older?

Q9. Do you want to go to university when you are older?

Q10. Do you want to go to university when you are older?

Evaluate - before and after plots,
long and short term measures



Impact of intervention – better grades,
“better” aspiration, more information



DELIVERY REPORT OPTIONS

Institution Group
City University

Date Filter
Academic year 2018/2019

BENEFICIARY & PARTNER CRITERIA

Beneficiary Institution
Any

Partner Institution
Any

Delivery Partner
Primary Partner(s) only

ACTIVITY CRITERIA

Activity Type
Any

Activity Sub Type
Any

Activity Programme Title
Any

Activity HEI Descriptor
Scottish

Activity Lead Department
Any

Activity HEAT Level of Intervention
Any

Activity Event Title
Any

Activity Event Organisation
Any

Activity Record State
Current

STUDENT CRITERIA

Student Record State
Any

Student NCOP Consortium
Any

OPTIONS

Sections Included
Activity
Student
Beneficiary
NCOP

Store and report – HEAT, end of
year reports, Acorn

What we know:

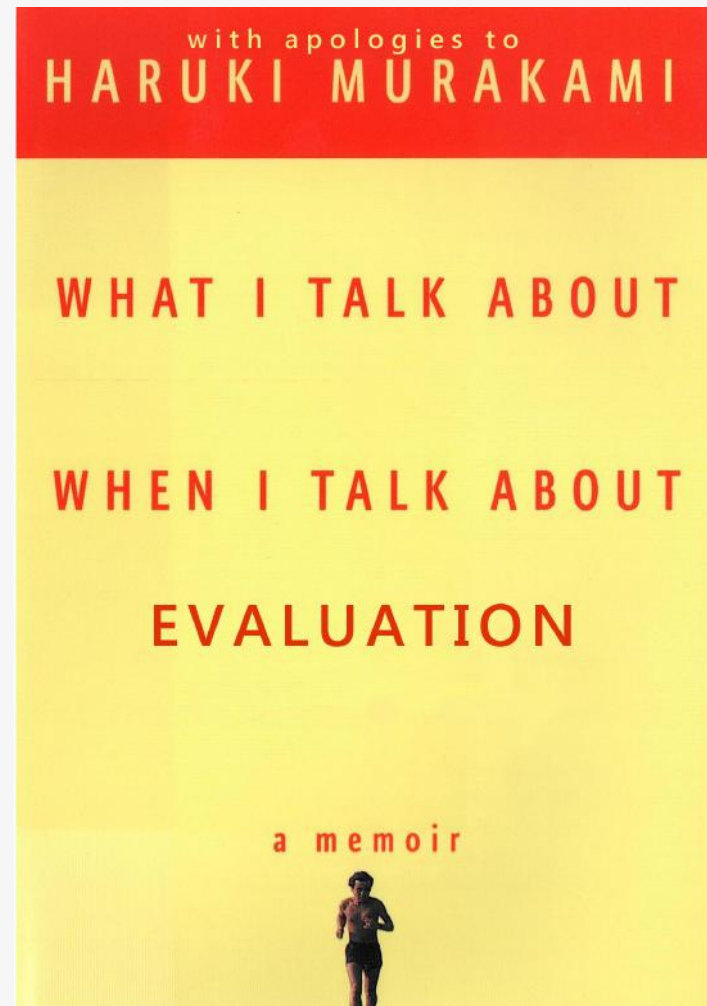
Methodological

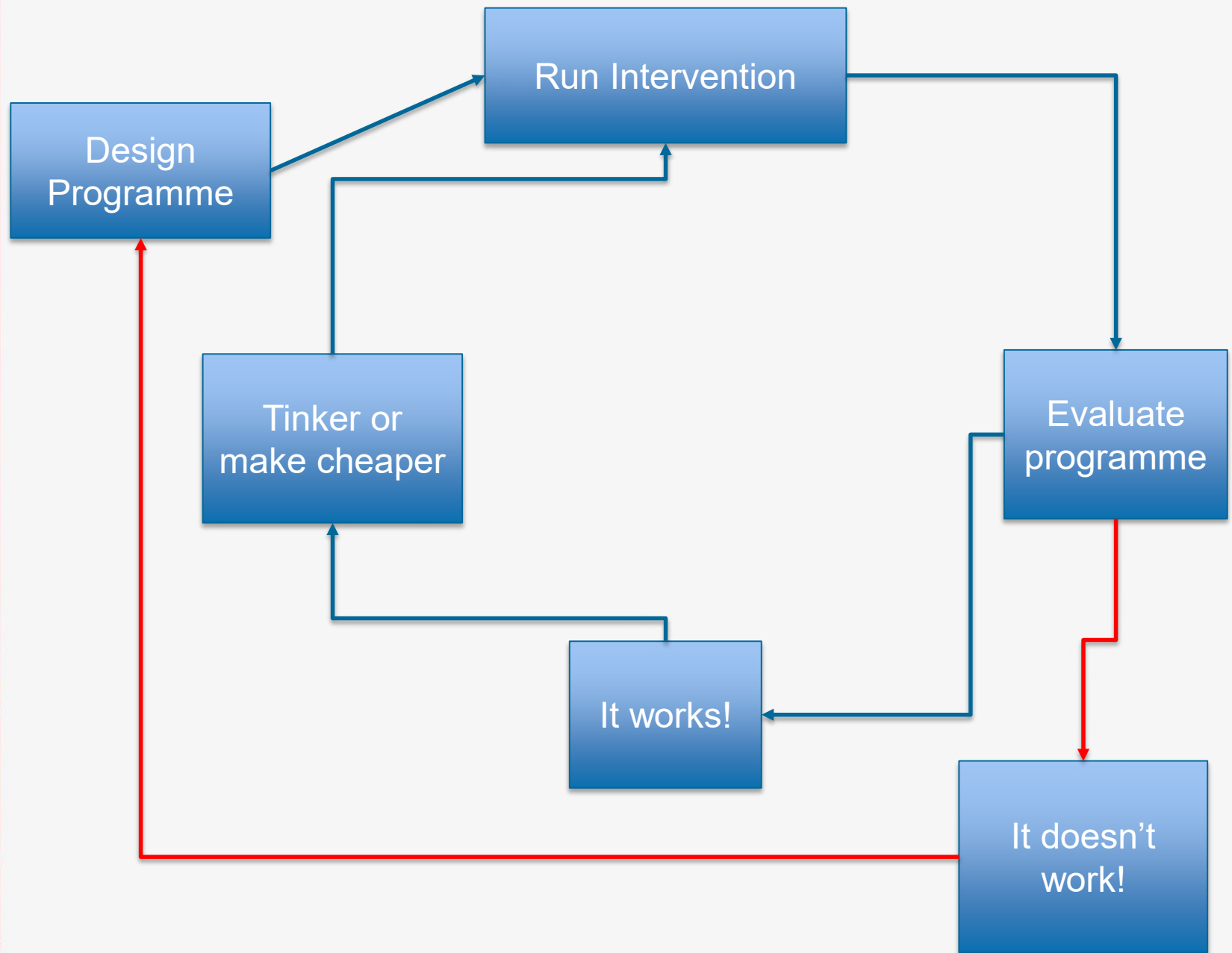
Theoretical

Financial

repercussions of under-
evaluated programmes

Data: generated, used,
stored, forgotten







Design
Programme

Tinker or
make cheaper

It doesn't
work!

It works!

Run Intervention



Evaluate
programme

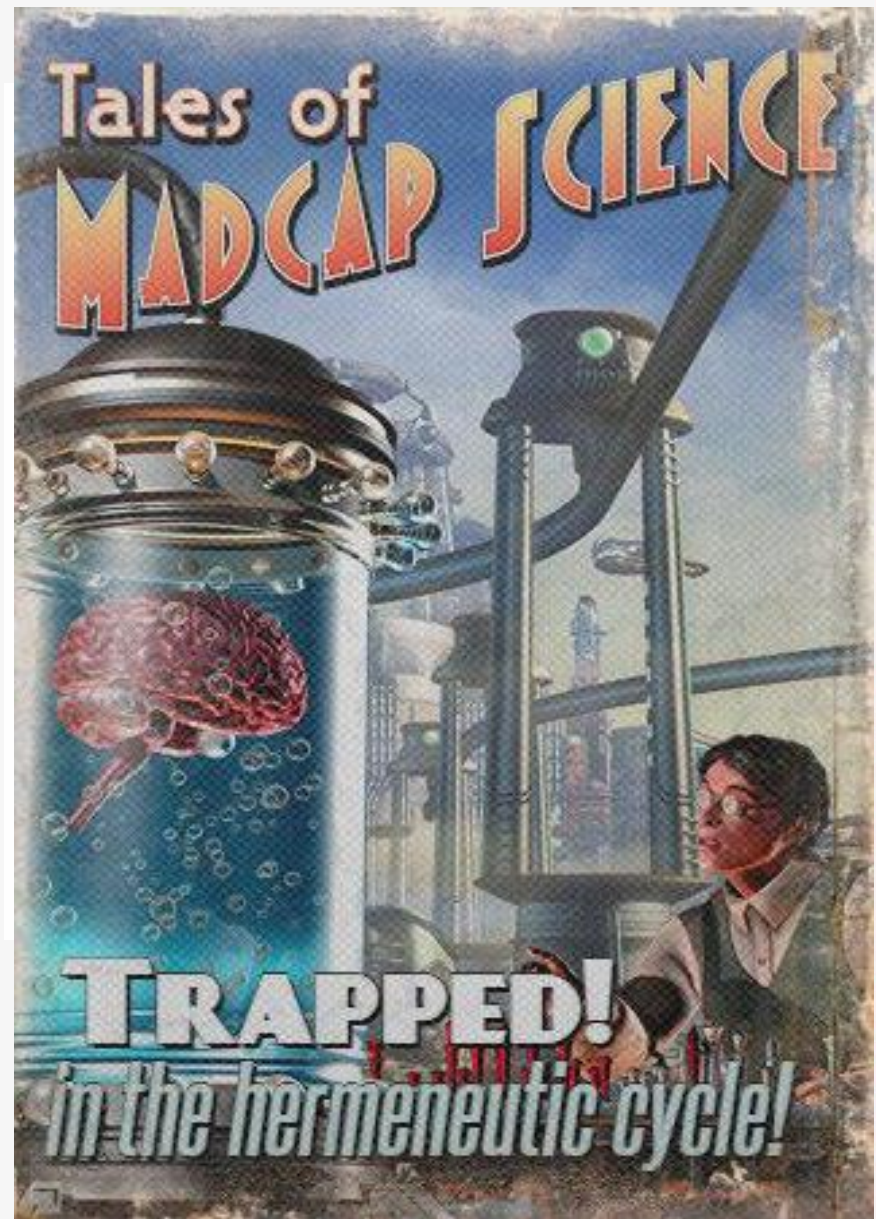
Evaluation as Confirmation

Who owns, controls and uses the knowledge?

We ask people to answer our questions

Evaluating to produce what we want to hear

Student as subject – Yay or Nay and little else!





Grossly simplified examples...

Intervention	Works?	Raises?	Why?
Tutoring	Yes	Achievement	Because it's tutoring
Campus Visits	Yes	Aspiration?	Exposing students to new environments?
Assemblies	...yes?	Knowledge?	?
Lecturer-Led sessions	... yes?	... aspiration and knowledge?	?

We “know” these work – the evaluations say so! – but why?

The Assumption Gap

Project  **Works**



Our way or OUR way?





My Assumption Gap: Spotlight Days

Package of visits,
assemblies and class
sessions with
Primary Schools

5 close partners

Large academic-led
component

3-6+ visits in Y5, 2-3
interactions Y6

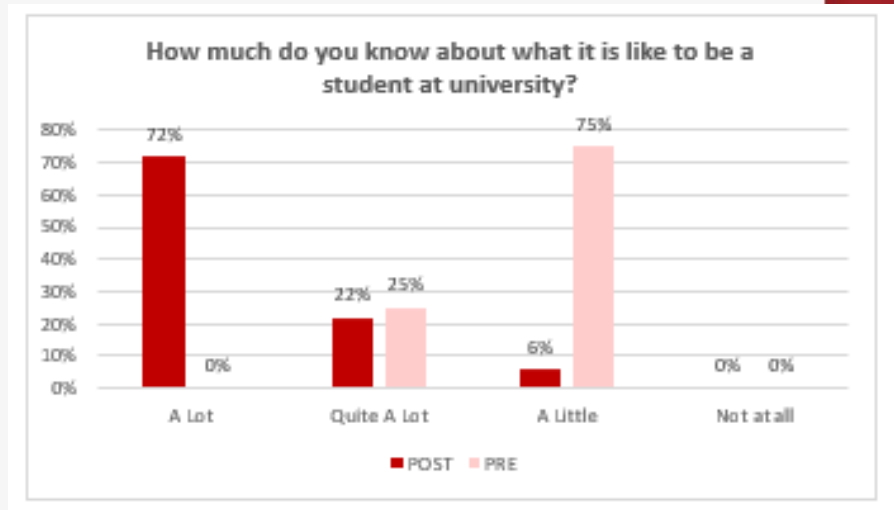
The Spotlight Problem

The Quant says it works! (but how reliable are 10-11 year olds?)

Limited resources – how much is enough? How much is too much?

Do we keep it stable, or expand, make efficiencies, change, redesign?

Is primary work long-term effective?



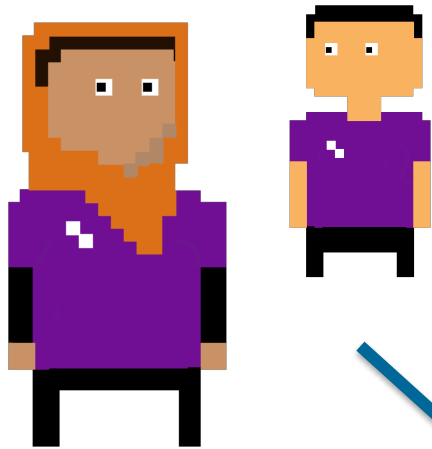
Qualitative solutions

What do kids remember, talk about and enjoy – what Sticks?

We've made changes – why have students changed?

Involving students in the process - what are they making of all this?

Photo Elicitation: Practice



Photos

Interview
Transcripts

Storyboards

What is
actually going
on

Discourse and Thematic

Visual

Why is it
happening?

Demographic analysis

Photo Elicitation: Theory

REMEMBERING
EVENT WHILE
FILLING OUT FORM



REMEMBERING
EVENT WHILE DOING
ONLINE SURVEY



REMEMBERING EVENT
WHEN CHATTING
ABOUT IT LATER



PICTURE PROMPTS
OF STUFF YOU
THINK IS IMPORTANT



As Photography:



Visual Analysis

Regular visitors

Students IN photos

Targeted “important” shots

Less “clustering” around the
impressive

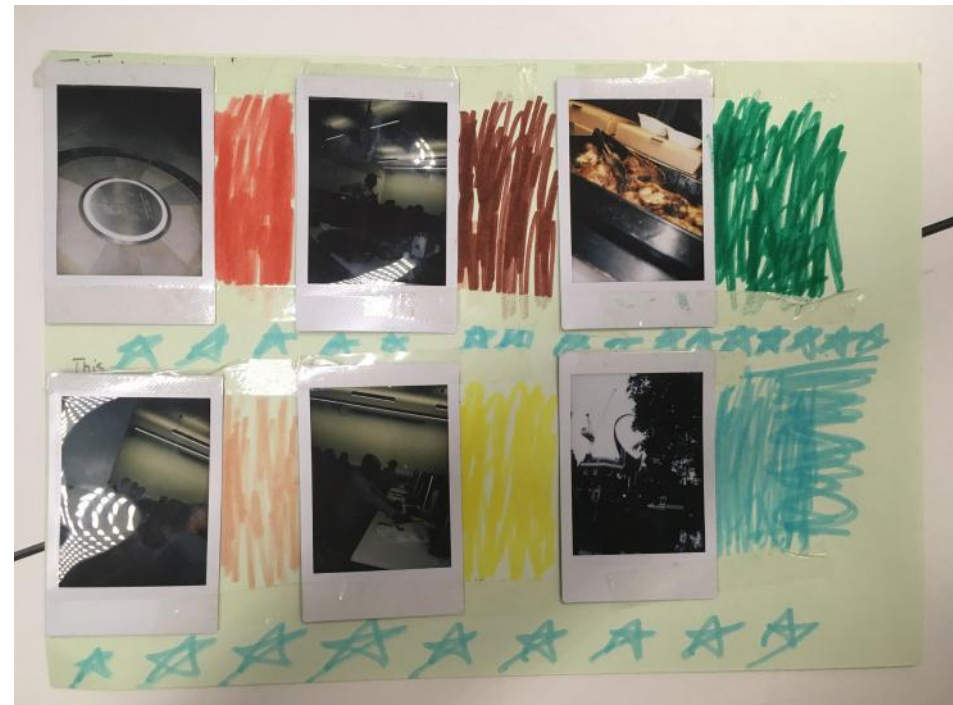
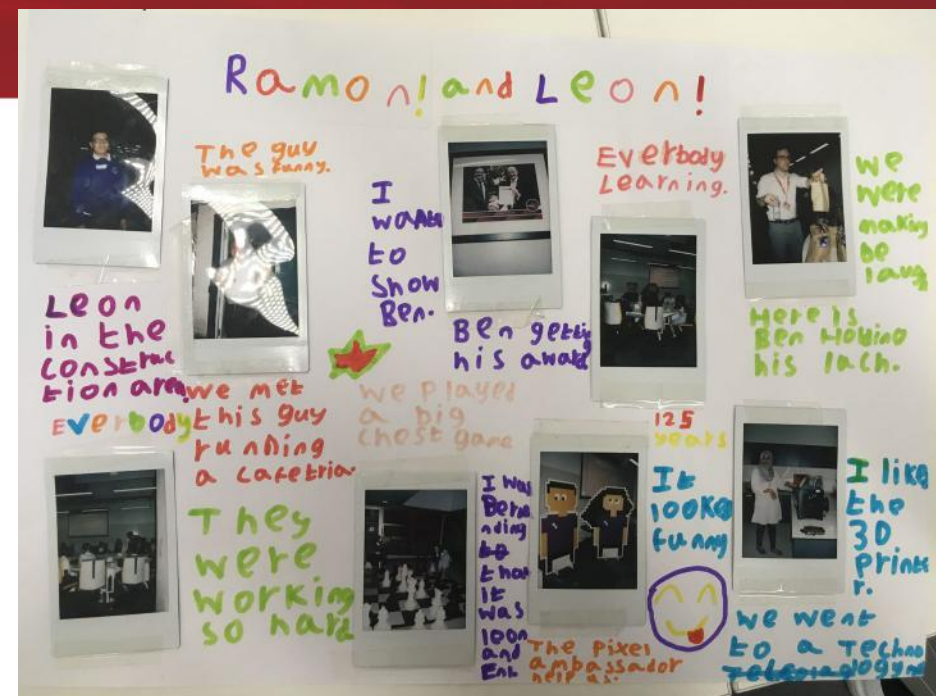
This is where I did that thing -
stickability

Less regular visitors

Students not in photos

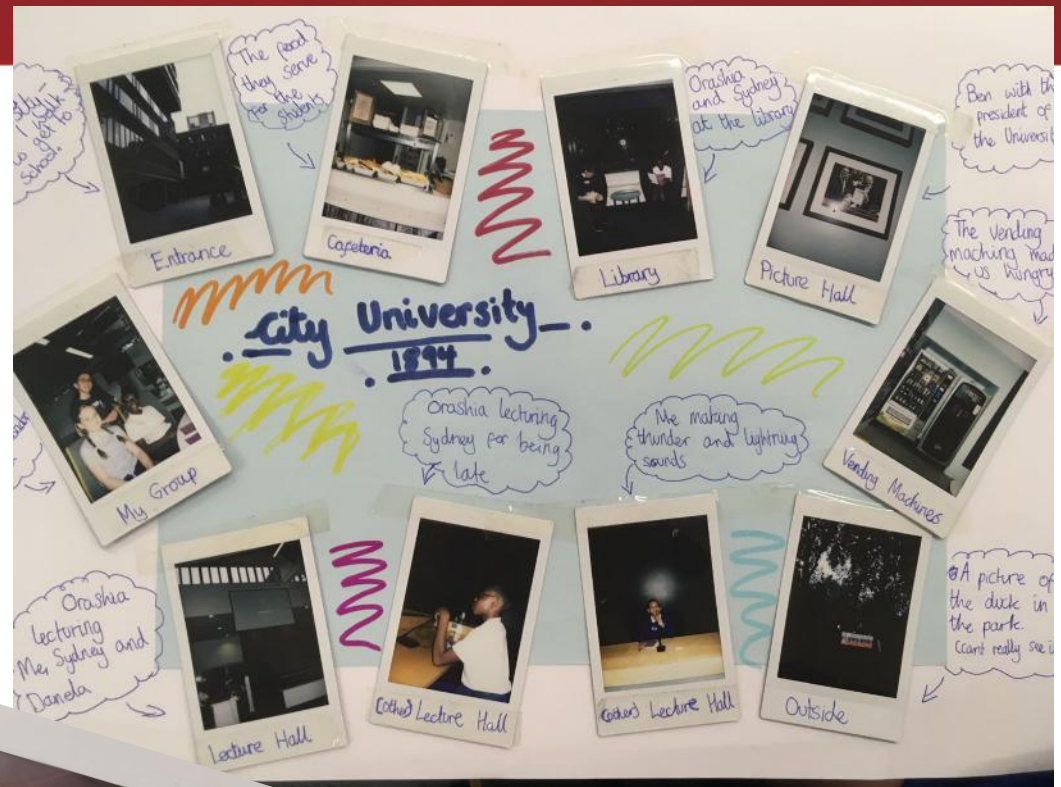
Less targeted, more similar shots

Clustered around the eye catching



Regular visitors and WP
Student Ambassador images
similar in terms of visual –
student embedded in Uni
contexts,

DOING not SEEING

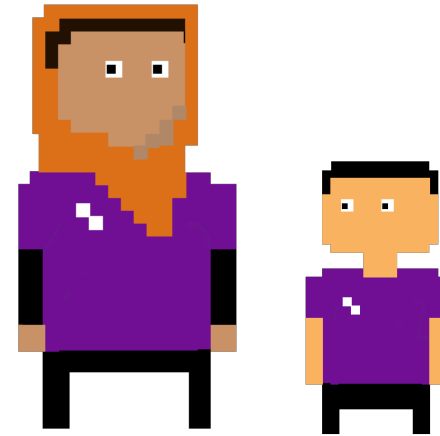




Experience of
University



Regular



One-Off



Visual Analysis – your go!

4 subjects, same topic

Who is:

The first timer?

The committee member?

On the same team?

....And please don't look at the back

Text Analysis

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

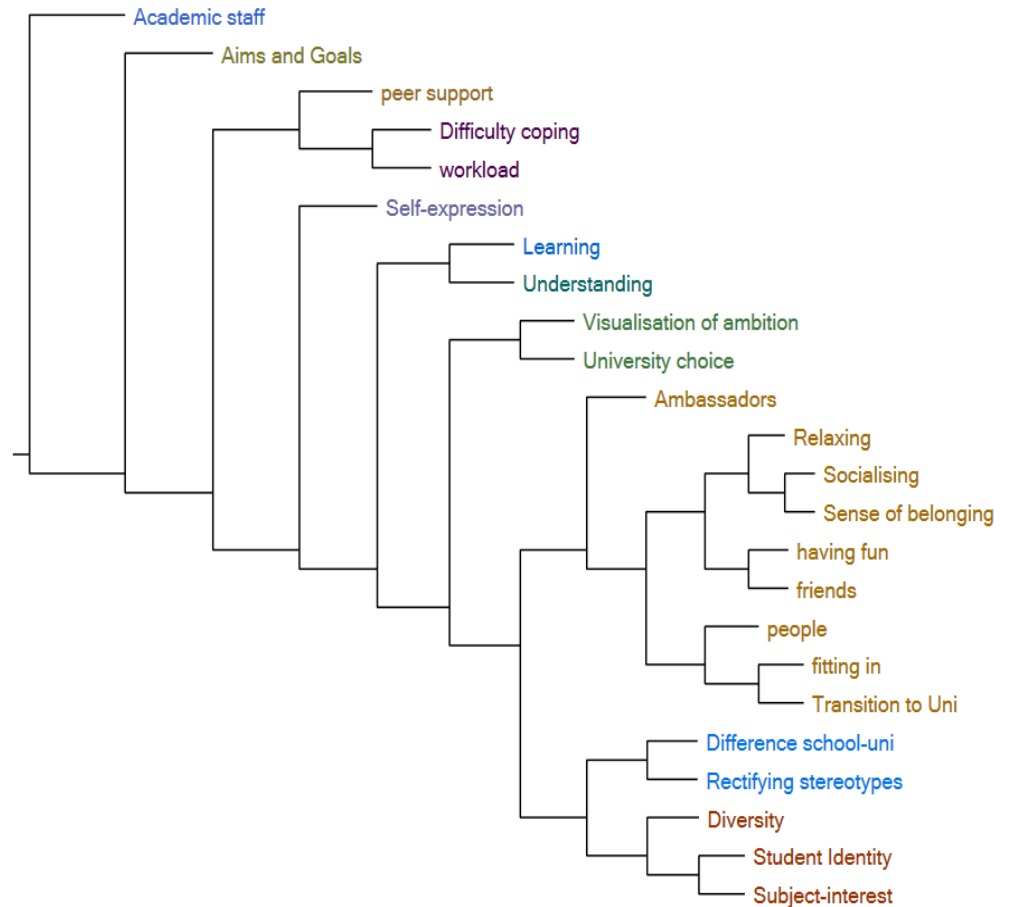
Into the Mind of..... an 11 year old

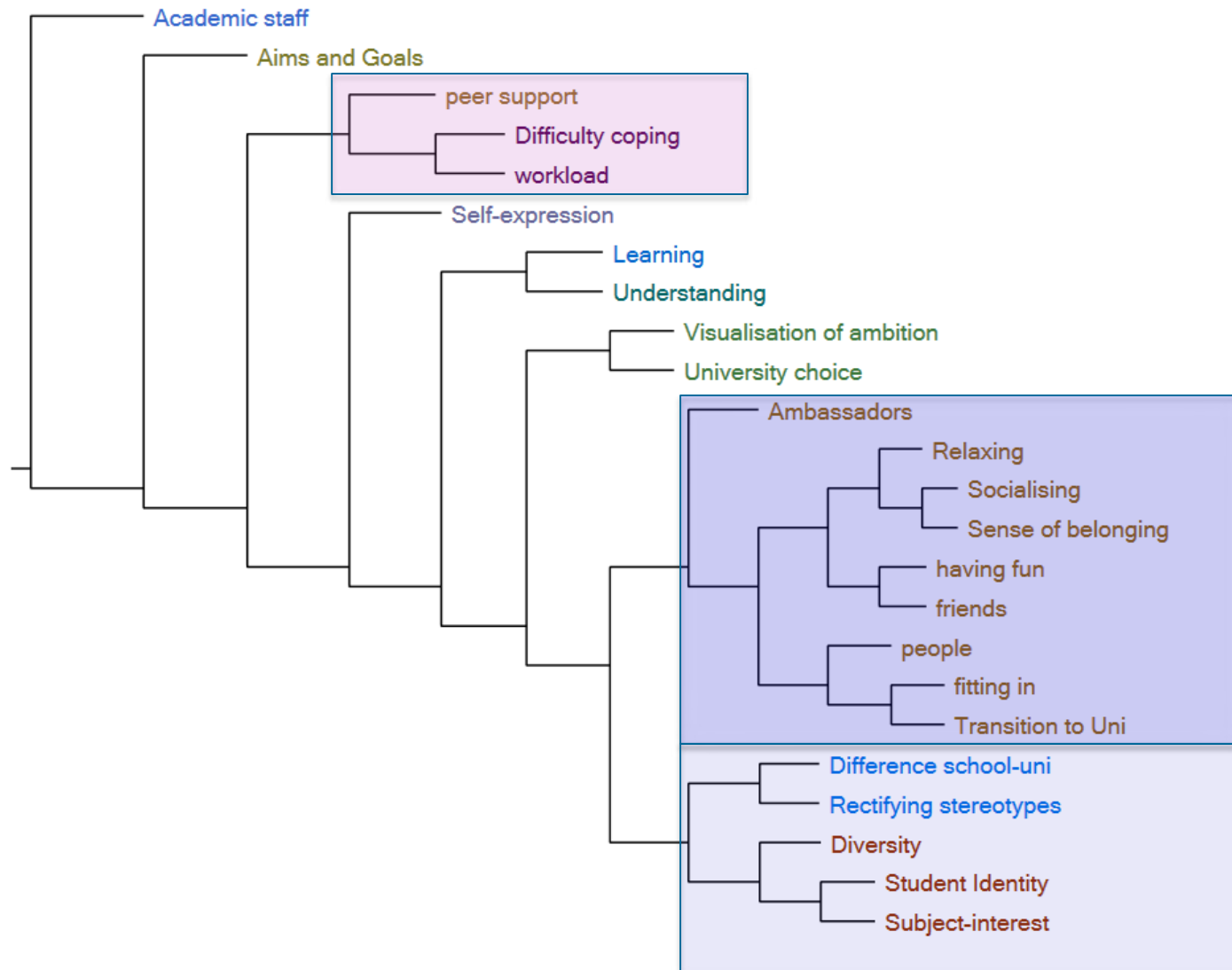
Close nodes show strong
relation in student transcript

Related concepts
Issues raised
Thought processes

Distant nodes show
weaker/no association

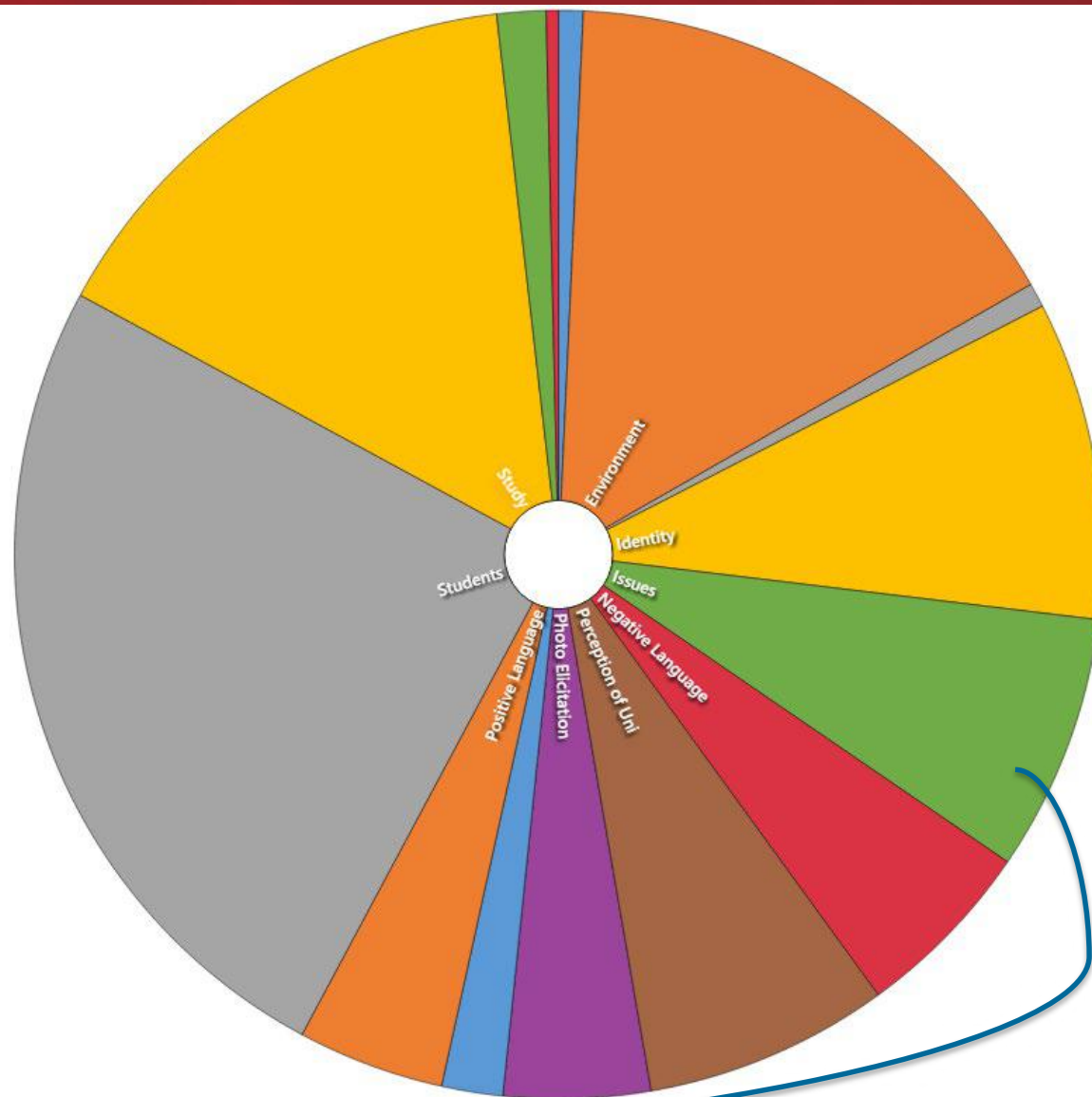
Branches show concepts
associated together into
“genera” *by participating
students*







“Positive”
Concepts
Students
Study and
Learning



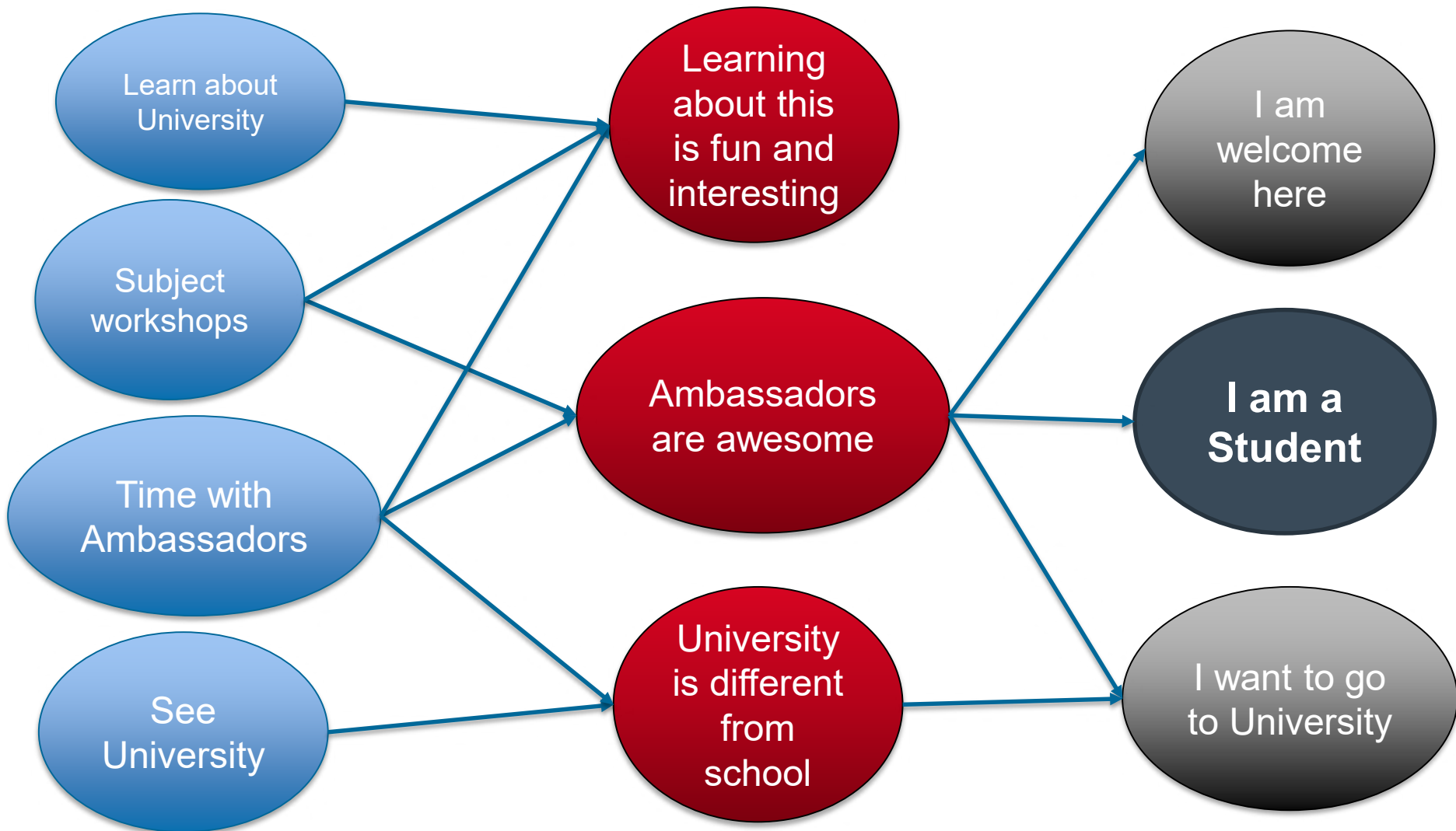
“Negative”
Concepts
Issues
Identity
Environment

3-4 visits sees “positive” language used for more core concepts
Worry replaced with excitement – eg challenge rather than issue

“Spotlight tells kids what Uni is”

What they say they do

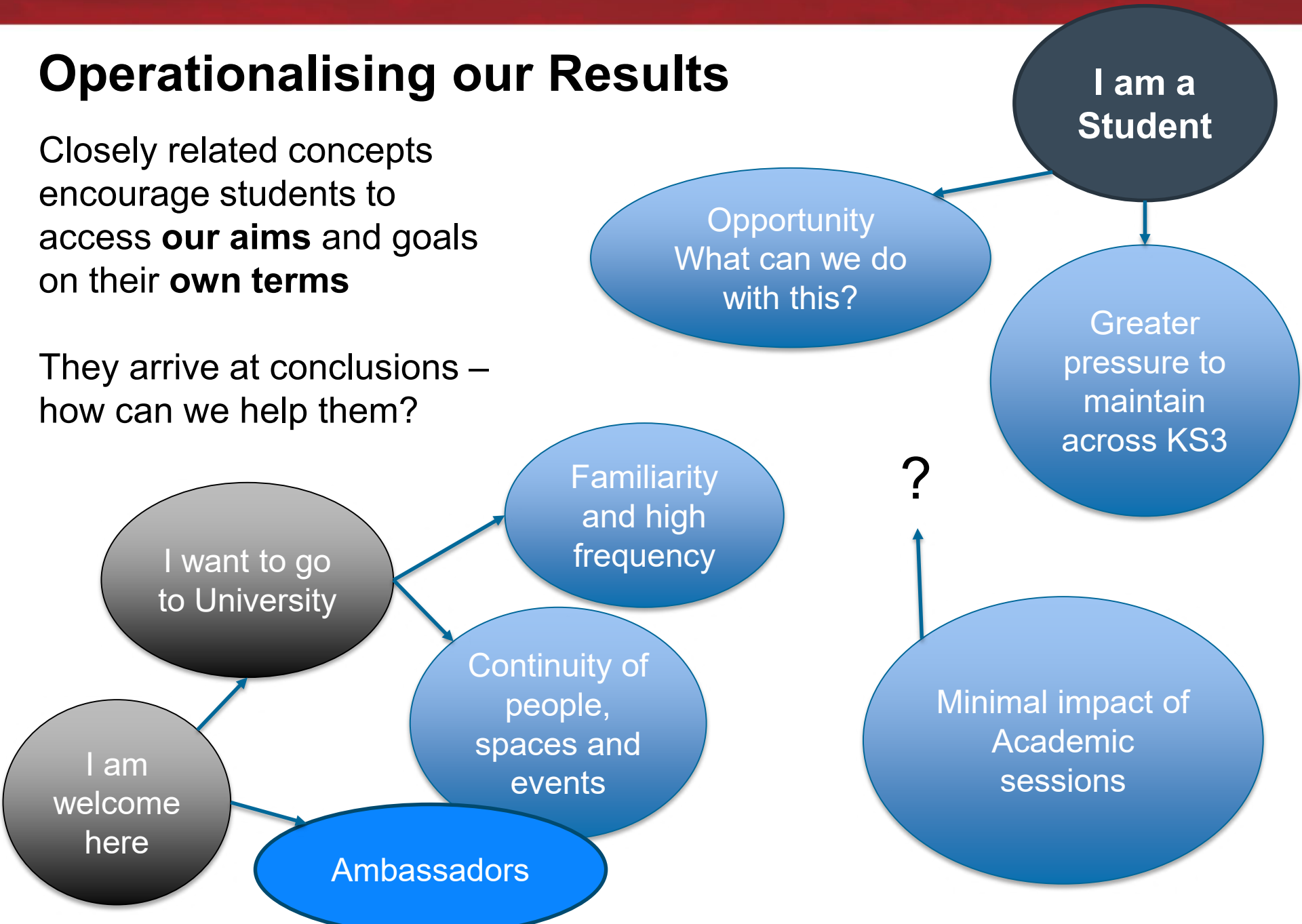
What they conclude



Operationalising our Results

Closely related concepts encourage students to access **our aims** and goals on their **own terms**

They arrive at conclusions – how can we help them?



A Co-Designed Spotlight

Ambassadors: workshops, play and continuity

Site: consistent rooms, staff, welcome, ID cards and playtime

Kit: student led engagement – notebooks not worksheets

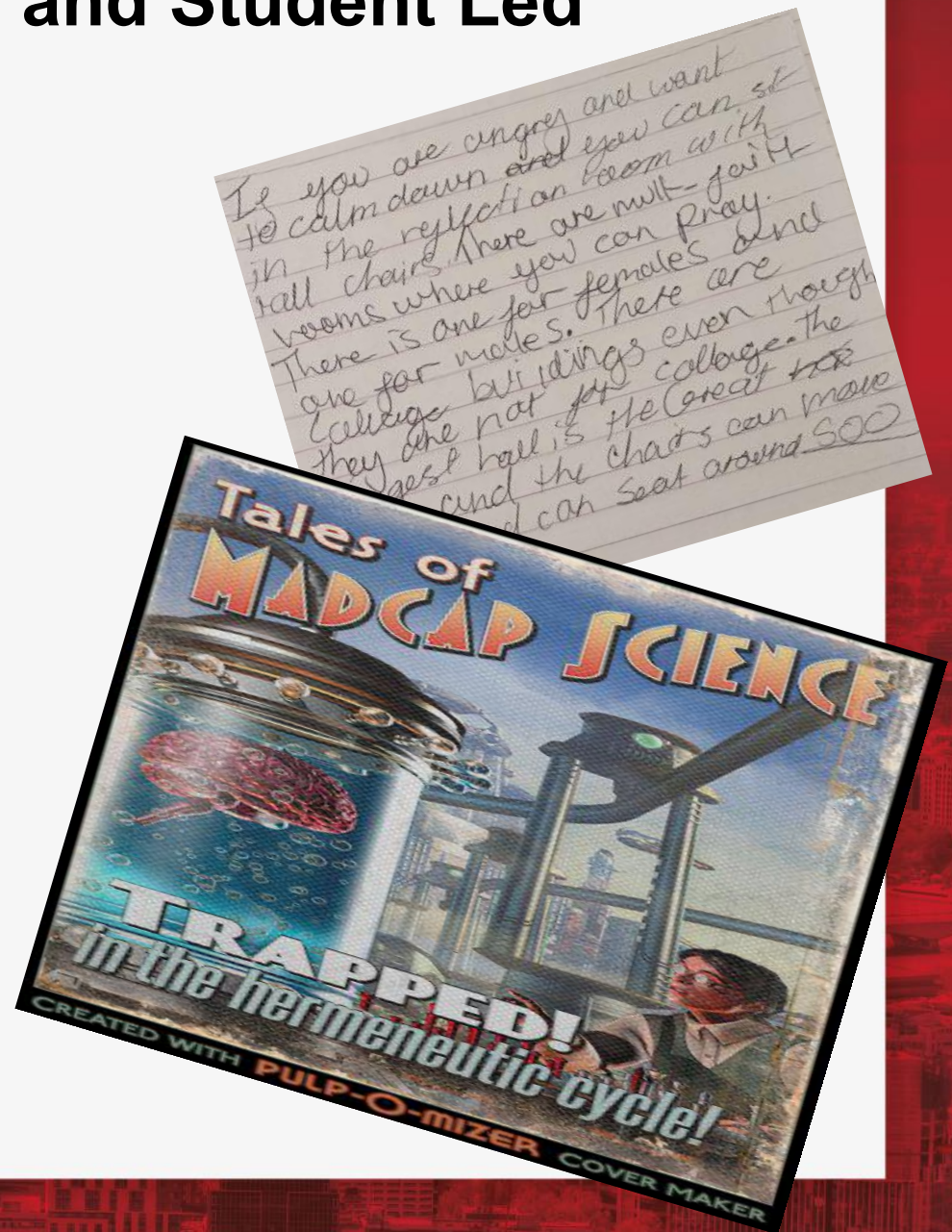
Challenge, Personal Relationships and Mutual Respect

Qualitative - Creative and Student Led

Qualitative feedback lets us investigate the missing WHY without imposing OUR why

Qualitative evaluation allows us to **learn from students** how to deliver better programmes

Qualitative is not as scary as it might seem!



Qualitative is:

Non-numeric
Category based
Causal
(often) Personal

Analysed by:

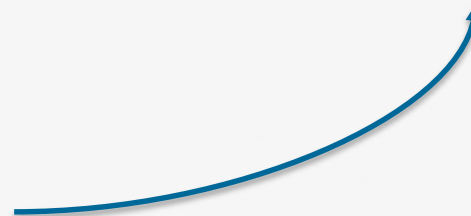
Inductive process, data
guides questions

Deductive process,
questions applied to data

Or“Adding it to the quote
file” – my usual approach

Collected through:

Interview
Focus group
Observation
Text analysis
Discussion
Long-term approaches



What Qualitative data do you generate?

What do you do with it?

Do you feel as confident turning it in to something reportable/publishable/OfS/NCOP approved?

How to do qual analysis

- Sounds complex but:
 - You already do it!
 - You generate it regularly
 - You already think about it – start to talk about it!
- Identify expertise
- Experiment with software, research and method
- NCOP/OfS suitability
- Internal reporting
- Step by step

GOADing your issue into Action

Generate



Get your data – what are you looking for?
Are you inductive or deductive?
What time and resource do you have?

Organise



Data is nothing without context!
Categories, groups and cross comparison

Analyse



What **can** you do?
What method of analysis works for you?
Maybe experiment first, find out WHY after (the maverick approach!)

Do



Operationalise!
Solid GOA allows you to find new ways to Do what you do!

With regards to evaluation, it's all about finding out....

“
_____works”

what

how

why

Answering “what works” is just the start of a more interesting process
– use your qualitative to take the next steps!

Thanks!



Ben Copsey – Ben.Copsey@city.ac.uk