

## RH100 Panel 3 Report

**Date:** Thursday 25 May and Wednesday 15<sup>th</sup> June (Online)

**Panellist Attendance – 55%**

**Departments in Attendance – Student Engagement and Sport, Strategic Planning, School of Business and Management, School of Law and Social Sciences.**

### *Discussion Topic – Student Academic Engagement Post-Covid*

The RH100 panel discussed how they engaged with the College and what student engagement looks like on a 'typical' week with a focus on attendance and other metrics of interaction.

### Measuring Student Academic Engagement

#### **Panellists informed the college that...**

- When students are typically engaged with their studies, they are on top of both their academic and personal lives and have a better overall understanding of their workload.
- However, when students are disengaged with their studies, this can be due to several reasons and can cause students to feel overwhelmed as it is difficult to become re-engaged once so much has been missed.

#### **Panellists therefore suggested...**

- Direct contact from the College such as lecturers who have noticed a decline in engagement or wellbeing services contact students to check up on them and encourage students to re-engage with their studies.
- The people best placed to help students stay engaged are the academic departments (personal tutors, heads of department, lecturers and seminar leaders) their peers, and College services (wellbeing and CeDAS).

### Attendance and Engagement

#### **Panellists informed the college that...**

- Attendance does not necessarily equate engagement; students may be engaged with their course but might not necessarily be attending 100% of their lecturers.
- Some of the barriers for attendance included early morning lectures which is difficult for commuting students, lack of accessibility for students with disabilities and issues occurring outside of university life.

#### **Panellists therefore suggested...**

- A conversation surrounding the importance of attendance needs to be had.
- Online and in-person attendance should be weighted the same.

### What next?

These responses will feed into summer activity to make improvements to how academic student engagement is measured with a policy refresh over summer.

## **Appendix**

### **Part One:**

**When you're engaging well with your studies, what does a week at Royal Holloway look like?**

- Going to the library
- Doing weekly moodle quizzes
- Extra reading
- Attending lectures/seminars/labs and taking notes
- Aware of deadlines and confident on assessments
- Good work/life balance – sleeping well, working out and eating
- Contribute to class discussions

**When you're feeling disengaged with your studies, what does a week at Royal Holloway look like?**

- Lack of contribution in class
- Unprepared - not finished pre-reading
- Lack of motivation – overwhelming – snow balling
- Lack of engagement with people on your course – lack of community
- Not submitting on time/ less awareness of deadlines
- Lack of routine and schedule
- Having to prioritize other things e.g., assessments
- Burnout – usually at the end of term
- No sleep – impacts everything
- Stress, lack of focus, too much pressure
- Too much going on outside university
- Not being able to complete reading/assignments
- Partying too much (no life balance)
- Impacted by covid-19 (anxiety, procrastination, disrupted schedule)

### **Part Two:**

**Think about a time you were disengaged with your studies. What from the College would have helped you re-engage?**

- Email/check in from personal tutor
- Communication with peers/lectures
- Moodle resources availability & online classes for when ill/unable to get to campus
- More engaging teaching methods and course content
- Better rules concerning engagement
- Speak directly to students more
- Weekly quizzes – helpful – keeps you engaged
- Disciplinary system/action

### **And who would have been best place to support you in this way?**

- CeDAS
- Personal tutor
- Wellbeing services
- Student Union campaigns
- Social groups/study groups/peer discussions
- Nominate a single point of contact to deal with issues of non-engagement -> general overseer
- Lecturer
- Buddy System: Peer Guides

### **Part Three:**

#### **What can be done to support everyone so that attendance is taken seriously?**

- Visualisation of attendance record can motivate (maybe next up to where we register it)
- Different attendance (online/in-person should be weighted the same)
- Log attendance by clocking in with student card
- Paper sign in sheet
- Make attendance contribution to grade like in US (but mitigation needed for commuters?)
- Incentives to attend
- Tracking attendance - email follow ups
- Conversation so awareness of why attendance matters

#### **What would help students to engage/attend more?**

- Proactive and engaging lecturer and engaging content to study with a focus on assessments
- Emails to check in on students - wellbeing sense
- Friends in classes - increased by social events on campus
- Hybrid - online learning as a support tool
- Less mandatory modules
- Lecturers mark attendance and personally reach out to the students

#### **Are there any barriers to engaging/attending? If so, what are they?**

- Other commitments (family, work)
- Commuting students (early lectures)
- Shame/underlying judgement after getting behind
- In person lectures are not accessible enough for students with disabilities
- Mental health
- Some lectures are 'boring'
- Lack of diversity in the curriculum
- Lack of friends - encourage smaller group discussions
- No point going if the lecture is already covered by reading online