ATLAANZ Conference Dec 2018

Using Students as Partners to inform curriculum design and evaluation

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What's it all about?...........

- **Using 4ᵗʰ year students returning from year in industry and study abroad (to be known as SaP), to contribute to 2ⁿᵈ year undergraduate Management skills module**

- **Does using SaP improve student satisfaction and evaluation?**

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- **Relevance to conference theme?**

  Developing learning partnerships with student groups

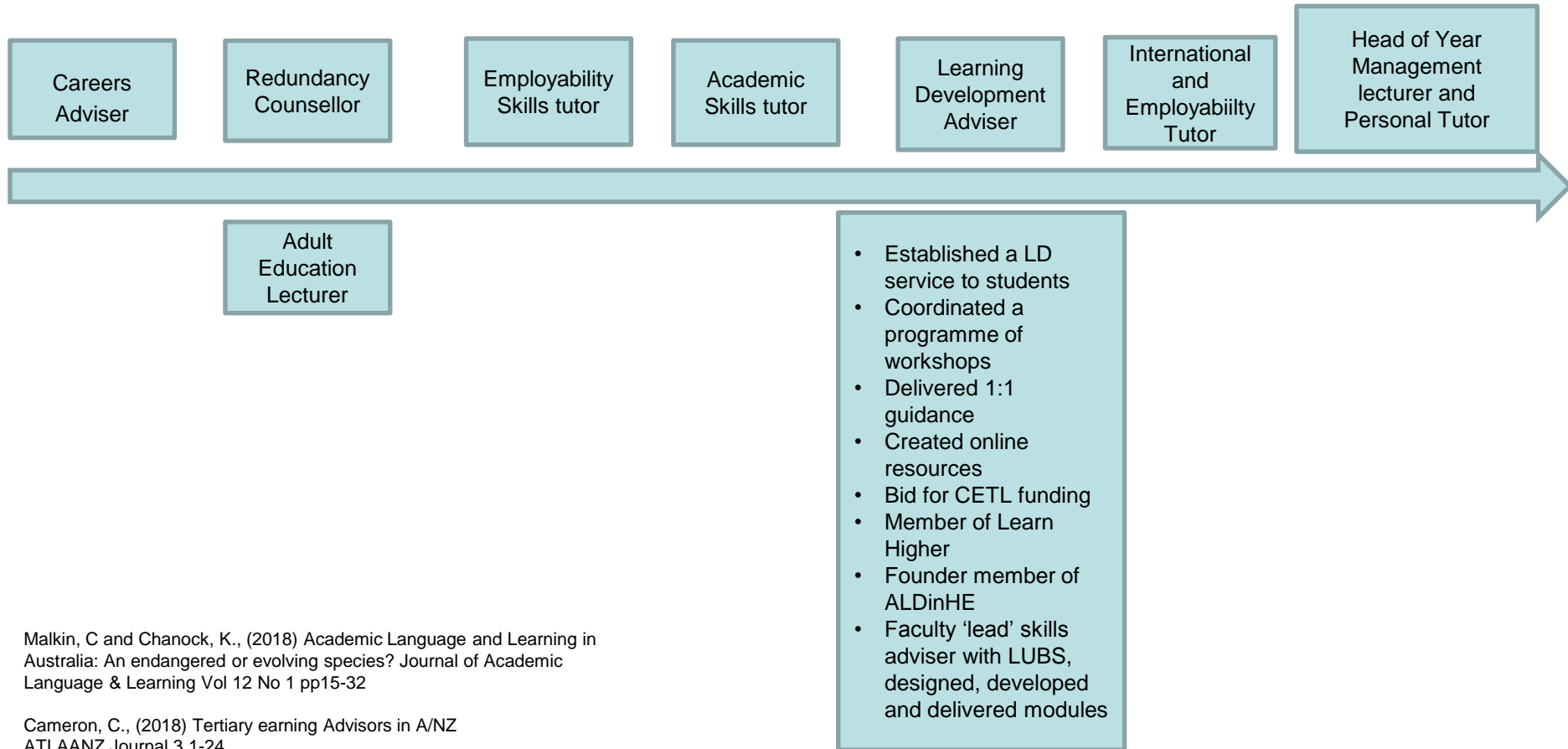- **How does topic (students as partners?) relate to the role of ATLAANZ members and learning advisors?**

  What is the role of learning advisors?

- **What can the audience take away to inform their practice?**

  Ideas to take away to inform their practice…………

An evolving species…..

Careers Adviser	Redundancy Counsellor	Employability Skills tutor	Academic Skills tutor	Learning Development Adviser	International and Employabiilty Tutor	Head of Year Management lecturer and Personal Tutor

Adult Education Lecturer

- Established a LD service to students
- Coordinated a programme of workshops
- Delivered 1:1 guidance
- Created online resources
- Bid for CETL funding
- Member of Learn Higher
- Founder member of ALDinHE
- Faculty 'lead' skills adviser with LUBS, designed, developed and delivered modules

Malkin, C and Chanock, K., (2018) Academic Language and Learning in Australia: An endangered or evolving species? Journal of Academic Language & Learning Vol 12 No 1 pp15-32

Cameron, C., (2018) Tertiary earning Advisors in A/NZ ATLAANZ Journal 3 1-24

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SAP (& Learning Advising)

UK/USA

UK
Healey, M., Flint, A., and Harrington ,K., (2014)
Engagement Through Partnership
https://www.heacademy.ac.uk/system/files/resources/engagement_through_partnership.pdf

CAN
Change Agents Network

RAISE

ALDinHE

UK/USA
Cook-Sather, A., Bovill,C., and Felten,P., (2014)
Engaging students as partners in learning and teaching: a guide for faculty. San Fransisco:JosseyBass

Australia

Matthews, K.E., Groenendijk, L & Chunduri, P. (2017) We want to be more involved…International Journal for Students as Partners 1 (2)
University of Queensland (2016) Student Strategy White Paper 20016-2020

Bell, A., (2016) Students as co-inquirers in Australian higher education: Opportunities and challenges. Teaching & Learning Inquiry 4 (2)

NZ

Nikolai,J. Silva,P. Walters, S. (2017) Students and lecturer perspectives informing an academic support strategy ….ATLAANZ Journal 2(1) 1-18

Pocock,A., (2017) Win-win for staff and students. The peer writer programme at VUW ATLAANZ Journal 2(2) 45-49

The University of Leeds

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Leeds ranks third best in UK for student employability

SHARE

The University for the employability of its graduates.

In the new QS Graduate Employability Rankings 2016, Leeds was behind only Oxford and Cambridge in the UK, and also placed in the world's top 20.

It's official.
We're University of the Year 2017.

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Hello, acd|br1@leeds.ac.uk

Tutees

LUBS UG Management degree

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Model of Academic, Personal and Professional Development

Level	Theme		Core
1	**Exploring** 20 credit core		Transition module into university. Incorporating Academic, Personal and Career Management.
2	**Developing** 10 credit core	**Your Potential**	Focus on employability skills. Preparation for 'what next'? Study abroad, Year in industry or research or enterprise, or final year.
3	**Realising**		The left behind? Students who don't go on work experience or study abroad.
4	Optional modules		The Returned. Building on their experiential learning

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2ⁿᵈ Year Developing Your Potential

- **150 students**

- **Core module**

- **Builds on first year academic, personal and career development**

- **Focus on employability skills**
  - Networking and Interpersonal Skills
  - Commercial Awareness
  - Leadership
  - Enterprise and Intrapreneurship
  - Intercultural Competence

Module Design and Delivery

Delivery

11 lecture

4 seminars

One day Leaders in Residence Conference

Assessment

30% Video Interview

70% Reflective Statement

But do they value it?........

2016-17 Module Evaluation

Students as Partners : model?

2nd Year 'receivers'.

Ask the first years

Students As Lecturers?

Teacher As facilitator?

Invited 50 Final Year Returners to join 'SaP'

20 replied

12 joined

Focus Group in Induction week

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What can we do?

Students as Resource Creators

Students as Partners in Curriculum Design

Students as Lecturers

Students in Residence?

Students as Skills and Personal Development Mentors

Curriculum Design
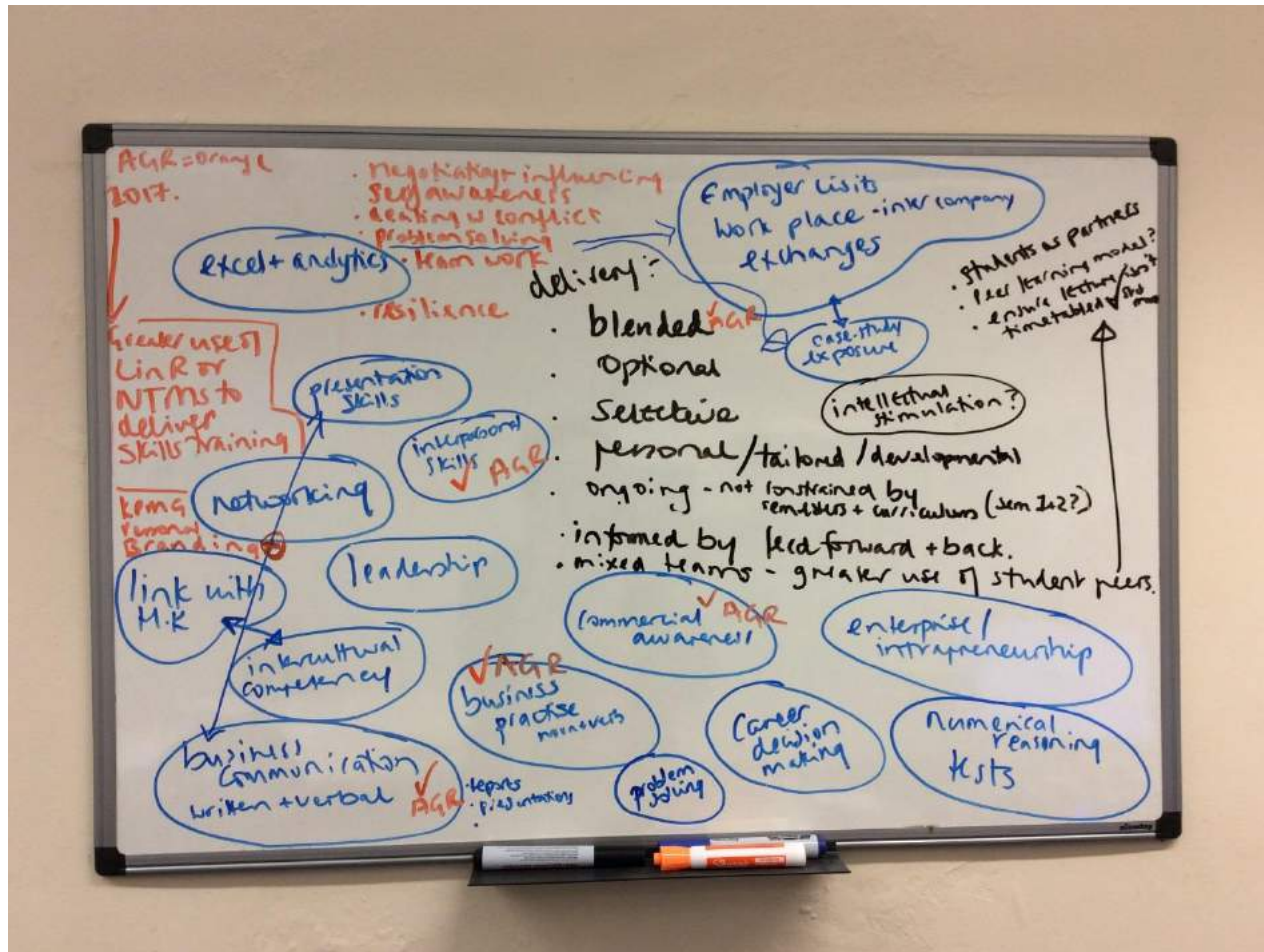
Resource Development

- **Students have absorbed 2 years of undergraduate learning, gone out into industry for a year and want to bring back what they have learnt in industry**

- **Examples suggested include adapting :-**

  - EY's cpd templates to support reflective writing and learning
  - Virgin Media's case studies – using Excel
  - Nestle presentation skills templates
  - Unilever's report writing resources

- **Engaging with Enhancement and Innovation team**

Rachael: Intercultural Competency

Lucciano: Interpersonal Skills

Ellen: Leadership Skills

Owen: Entrepreneurial Skills
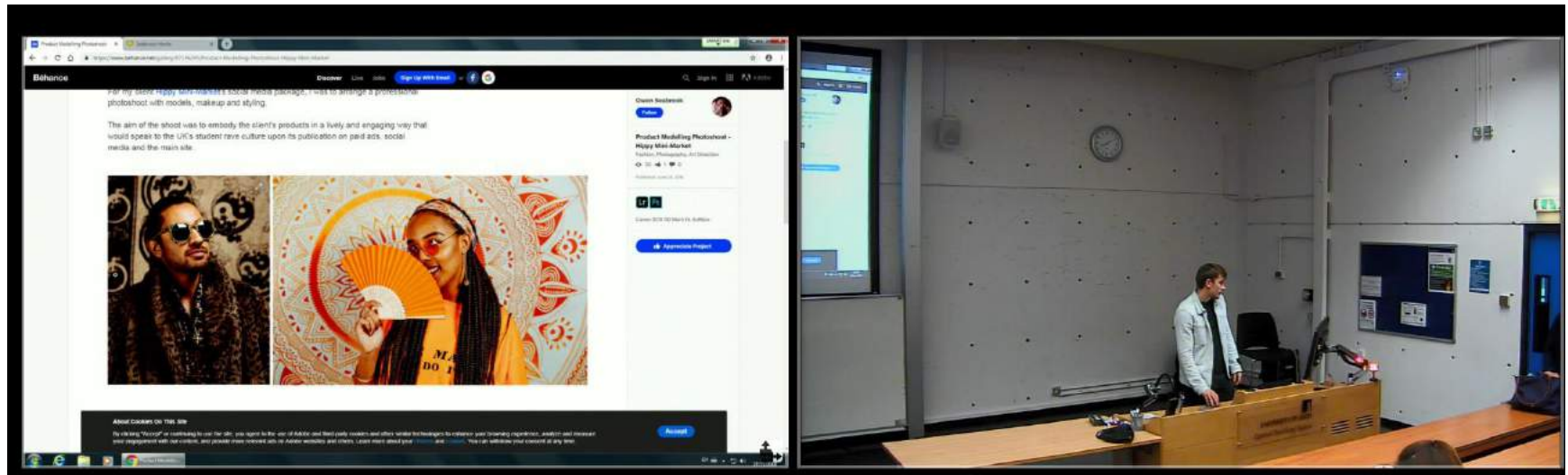
But do they value it?......

2017-18 module evaluation　　　　　**2016-17 module evaluation**

Do they value it?

Guest speakers who had completed industrial placements were really helpful.

Video interview experienceGuest lecturers

Hearing from a wide range of guest speakers

External speakers & seminars.

Listening to people who have (recently) been there and done it is really powerful. It helps me relate what I am learning in the classroom to the work of work and I think its cool that they were 'sitting where we are now', just 2 year ago

Returner's Responses

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To: Julia Braham <j.braham@leeds.ac.uk>
Subject: Re: Students As Partners

Hi Julia,

Since my first year 'starting your own bu

I founded a company that is forecast an

experience of and enthusiasm for digital

To: Julia Braham <j.braham@leeds.ac.uk>
Subject: Re: Students As Partners

Hi Julia,

I would really love to be a part of this.

Sent: 12 July 2017 20:58
To: Julia Braham <j.braham@leeds.ac.uk>
Subject: Re: Students as Partners

Hello Julia,

I hope you're well.

This sounds great! I'd love to get involved in this initiative.
curriculum designers and helping out with the module/othe

I myself struggled in 2nd year and feel like this year has ha

Let me know what sort of time commitments this requires a

I look forward to hearing from you.

Many thanks

To: Julia Braham <j.braham@leeds.ac.uk>
Subject: Re: Students as Partners

Hi Julia,

I'd like to help with the presentation skills session, as on placement I facilitated these kind of sessions so have previous experience giving feedback on presentation skills, and also helped with the redesign of ████'s presentation skills course, so have a few ideas of what to look out for there.

My role on placement also involved me working on digital resources and I created a few infographic type PDFs, which if you have any ideas for content, I could have a go at making some of these - basically just quite visual summary sheets for things!

I'm not sure how much help I would be with this but I'd also like, if possible, to be involved with any structural changes. This is something I looked at a bit in my L&D role on placement and would quite like to explore some options for the structure of the module going forward.

Another suggestion of a topic to mention perhaps within the lectures/seminars would be the idea of adaptability and open-mindedness when it comes to work. I found my role to be something completely out of the realms of what I'd expected and ended up really loving my role involving technology and design which I hadn't ever thought about doing!

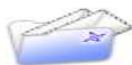Let me know if there's anything else you'd like from me.

Many thanks.

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Student as Lecturer

JISCM@il

Email discussion lists for the UK Education and Research communities

Subscriber's Corner   Email Lists

LDHEN Archives

Subject: Re: Students lecturing students
From: "Derek.Rowntree" <[log in to unmask]>
Reply-To: Derek.Rowntree
Date: Tue, 19 Jun 2018 21:23:16 +0000
Content-Type: multipart/alternative

Parts/Attachments: text/plain (228 lines) , text/html (278 lines)

Dear colleagues:

I'm not sure we need to be too worried about students not giving credence and respect to colleagues who are deputed to lecture to them. For example, if different students are asked to investigate different topics within a multi-topic course then each in turn can be expected to share what she or he has found to be the key issues in a presentation (talk/workshop/demonstration/lecture) to the class. Hearing about how colleagues have approached their topic and what they have made of it can be very helpful to students in tackling their own investigations and in seeing aspects of their topic that they had not noticed before. Even the teacher may learn something new!

Best regards,
Derek Rowntree

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Supporting literature

Lizzio and Wilson's (2010) Student Lifecycle: Transition In Transition Out (TiTo)

https://app.griffith.edu.au/assessment-matters/pdfs/student-lifecycle-framework.pdf

Change Agents Network

Jisc

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Change Agents' Network

A network of staff and students working in partnership to support curriculum enhancement and innovation

https://can.jiscinvolve.org/wp/files/2018/04/PosterD2Engagement-and-PArtnership-in-the-Development-of-Critical-Thinking-Skills-Whiting-and-Wason.pdf

- **Focus Groups or Student Learning Ambassadors**

Comment Text

1. The information provided was very useful, there was plenty of links so it was possible to find something to solve every issue I may have had. Every link that I tried worked perfectly, I had no problems. I found the links very easy to use and I found it visually pleasing, I liked the flow charts and steps to it. However I found some of the other sites especially the maths and mantex sites less visually stimulating as the blocks and lists of information was not as useful.

2. This is the first time I have looked at these (I never knew what the sites link was- I assumed it was links to other Leeds Uni sites unconnected with skills), so my answers are based on a quick look. Some look very useful and I will definitely explore them further.

3. generally good

4. I feel the information is generally useful. However, it's assumed that users are confident at using IT. Not being confident at using IT makes it difficult to access relevant information quickly. The visual impact was ok. Pleased with the learning content, particularly pleased with the range of information available.

5. There is a lot of information available on the topics that are very relevant and precise. One of the links that i clicked did not work, where as the majority did. The sites have a good visual impact but when clicking on to the grid there is lots of information which can be overwhelming the learning content is very good the information is relevant.

6. It would depend how specific the information was. Maybe the library faculty teams would give detailed responses, but if I wanted structural or presentation advice I would look here or attend a drop in or workshop.

Facebook: SaP Peer Advisers?

Challenges?

'Reporting back tends to focus on the positive aspects, less on the challenges and means to overcome them'

Mercer-Mapstone, L., Marquis, E., McDonnell, C., (2018) The 'Partnership Identity' in Higher Education: Moving From 'Us' and 'Them' to 'We' in Student-Staff Partnership. **Student Engagement in Higher Education Journal** Vol 2, Issue 1,

- **Timing**

- **Engagement and contribution easy to gain early on, later the dissertation takes over….**

- **Are different year groups really SaP?**

- **Module evaluation data for 2018 still pending. What if they still don't get it?**

Thank you for listening.

Any questions?

j.braham@leeds.ac.uk