



Engagement through partnership: Students as partners in learning and teaching

Roisín Curran PFHEA

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What and why?



- 1. What does the term 'Student Engagement' mean to you?
- 2. Why are you interested in student engagement?



Defining student engagement



Behavioural perspective

- Student behaviour
- Institutional practices

Psychological Perspective

- Cognitive
- Affective
- Relational

Sociocultural perspective

- Social context
- Power
- Culture
- Discourse

Rationales/drivers for engagement through partnership



- to empower students to take responsibility for their learning as a way of developing a sense of belonging, and making HE more accessible and inclusive
- to align with personal teaching philosophy
- as an ethical responsibility to students and staff
- to challenge and resist consumerist models of higher education, and offer a constructive alternative
- to re-invent the university
- to align with the purpose and values of higher education
- as a meaningful way of engaging with the measurement agenda
- to align with policy directives



Engagement through partnership

- Partnership as a specific process or form of student engagement
- Pedagogic rationale
- Focus on learning relationships as well as working arrangements
- Partnerships between staff and students and among students
- The exact form of partnership is contextual

Consultation:

Opportunities are provided for students to express individual opinions, perspectives, experiences, ideas and concerns.

Involvement:

Opportunities are provided for students as individuals to take a more active role.

Participation:

Decisions are taken by students to take part or take a more active role in a defined activity.

Partnership:

There is a collaboration between an institution/faculty/department and student, involving joint ownership and decision-making over both the process and outcome.

STUDENTS ARE PARTICIPANTS

Emphasis on Research Content	Research-tutored Engaging in research discussions	Research-based Undertaking research and inquiry	Emphasis on Research Processes and Problems
	Learning about current research in the Discipline	Developing research and inquiry skills and Techniques	
	Research-led	Research-oriented	

STUDENTS FREQUENTLY ARE AN AUDIENCE Curriculum design and the research-teaching nexus

Ladder of student participation in curriculum design

See: Fig 3 p.3

Source: Bovill and Bulley (2011), adapted from Arnstein (1969)

Students in control Partnership - a negotiated curriculum Student control of some areas of choice Students control of prescribed areas Wide choice from prescribed choices Limited choice from prescribed choices Participation claimed, tutor in control Dictated curriculum - no interaction

Students control decisionmaking and have substantial influence

Students have some choice and influence

Tutors control decision-making informed by student feedback

Tutors control decision-making



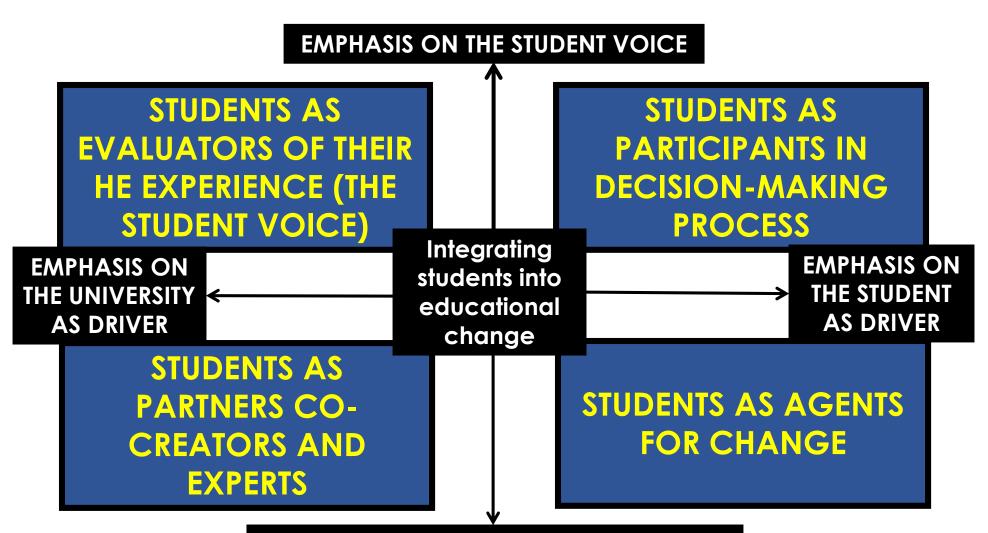
Students as change agents

There is a subtle, but extremely important, difference between an institution that 'listens' to students and responds accordingly, and an institution that gives students the opportunity to explore areas that they believe to be significant, to recommend solutions and to bring about the required changes.

The concept of 'listening to the student voice' – implicitly if not deliberately – supports the perspective of student as 'consumer', whereas 'students as change agents' explicitly supports a view of the student as 'active collaborator' and 'co-producer', with the potential for transformation.

(Dunne in Dunne and Zandstra, 2011).

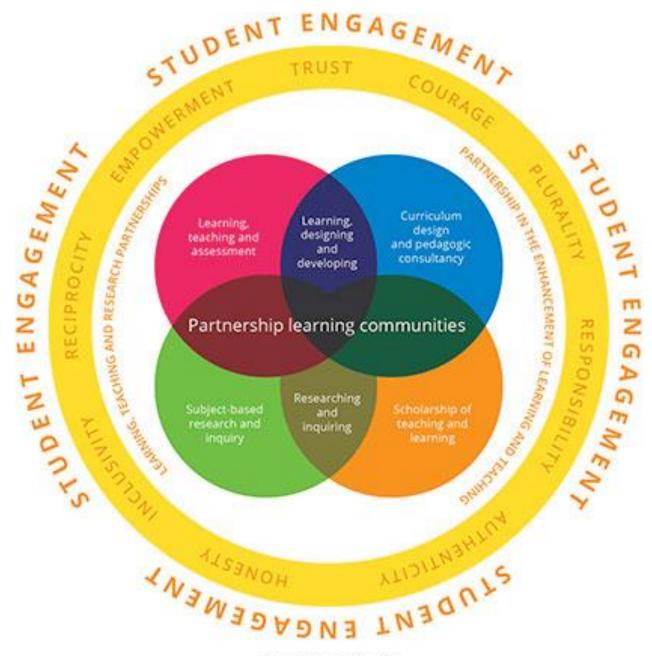
A theoretical model for students as change agents (Dunne & Zandstra, 2011)



EMPHASIS ON THE STUDENT ENGAGEMENT

Framework for student engagement through partnership

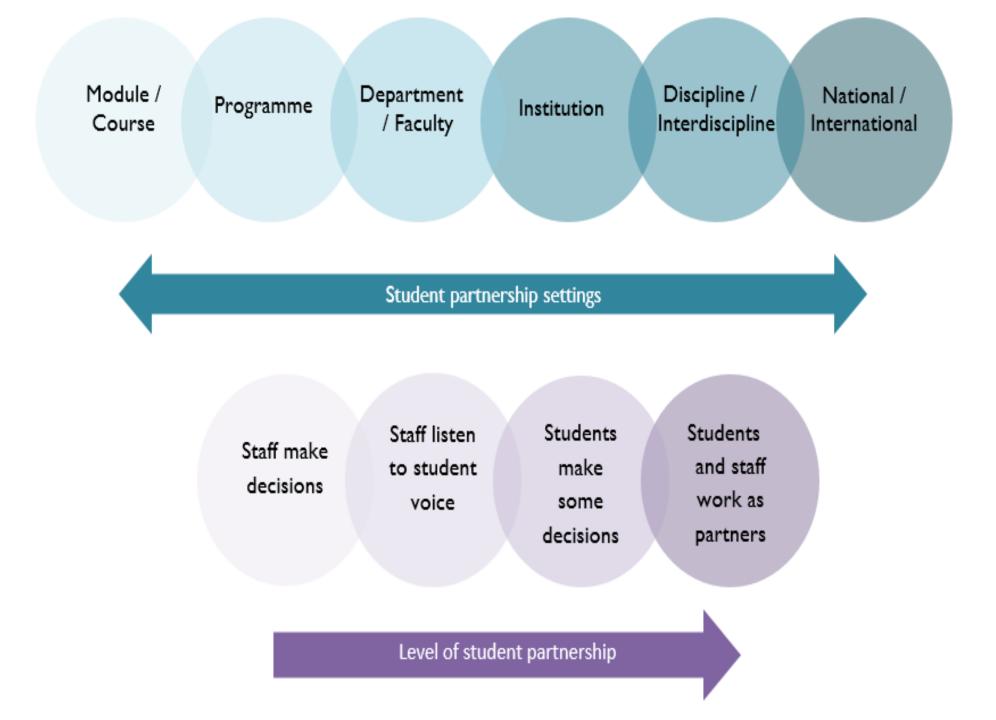
https://www.heacademy.ac.uk/enhancement/frameworks/framework-student-engagement-through-partnership



High Impact Activities

- First-Year Seminars and Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments and Projects
- "Science as Science Is Done"; Undergraduate Research
- Diversity/Global Learning
- Service Learning, Community-Based Learning
- Internships
- Capstone Courses and Projects

Source: Kuh, 2008









- Pedagogies of partnership
- Learning from 'failures'
- Impact
- Ethical implications