

Helping students co-create

# OBJECTIVES



- **Why?**
- **Barriers for Students**
- **Language**
- **Activities**



# Why?

The University seeks to foster an environment within which students and staff engage in discussions that bring about demonstrable enhancement of the educational experience. (QH8)

We currently partner with students in:

*The development and approval of courses – DAG panel members*

*The periodic review of courses*

We engage students in:

*Feedback (surveys and discussions)*

*Course and School Meetings*

*Library and Learning Resources development*

# But Why?

- Students are experts in what it is like to be a student
- We want to develop attributes in students, and working together helps this
- Students are more willing than we think they are
- Opens up fresh ideas and new perspectives
- Drives reflection on purpose and underpinning “why”
- Celebrates the positive
- Wins students as ambassadors for the course and the University

# Barriers

- Time and Logistics
- Shared Language
- Imbalance of Power
- Staff as “experts”



# Language

- Instead of “Learning Outcomes”

try - “know” “be able to do” “be like”

- Instead of “assessment”

try – “how will we know that students are where they need to be”

- Instead of “assessment type”

try - “best way to check that students are where they need to be”

Focus on the level of the module rather than the whole course in the first instance

# Activities

You will need lot of post-it-notes!

- Design a perfect graduate
- What will we measure?
- How will we measure it?
- Why is that the best way? – pitch it!
- What key things will they need to know or do to get there?
- What's the logical order?

# Your turn

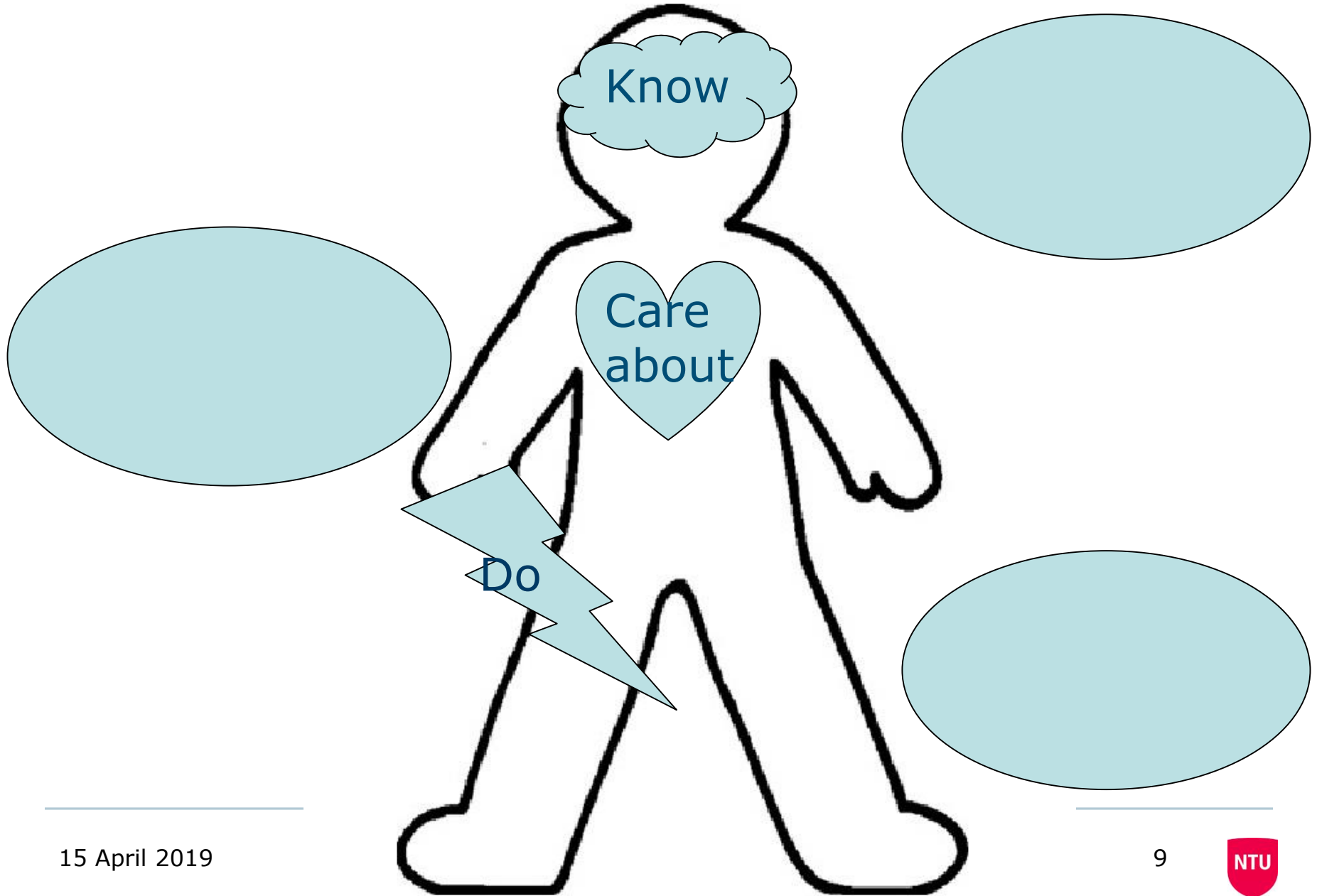
## Higher Education Course Design–

What would students need to know by the end of this module?

What would students need to be able to do by the end of this module?

How would our students have changed by the end of this module?  
(what attributes would they show)





# Try for Thirty

- Thirty different ways of checking that students know or can do something in five minutes



# Washing Line



What order should we put things in?