

# From consultation to collaboration: re-figuring power relations to internationalise the curriculum

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# Outline

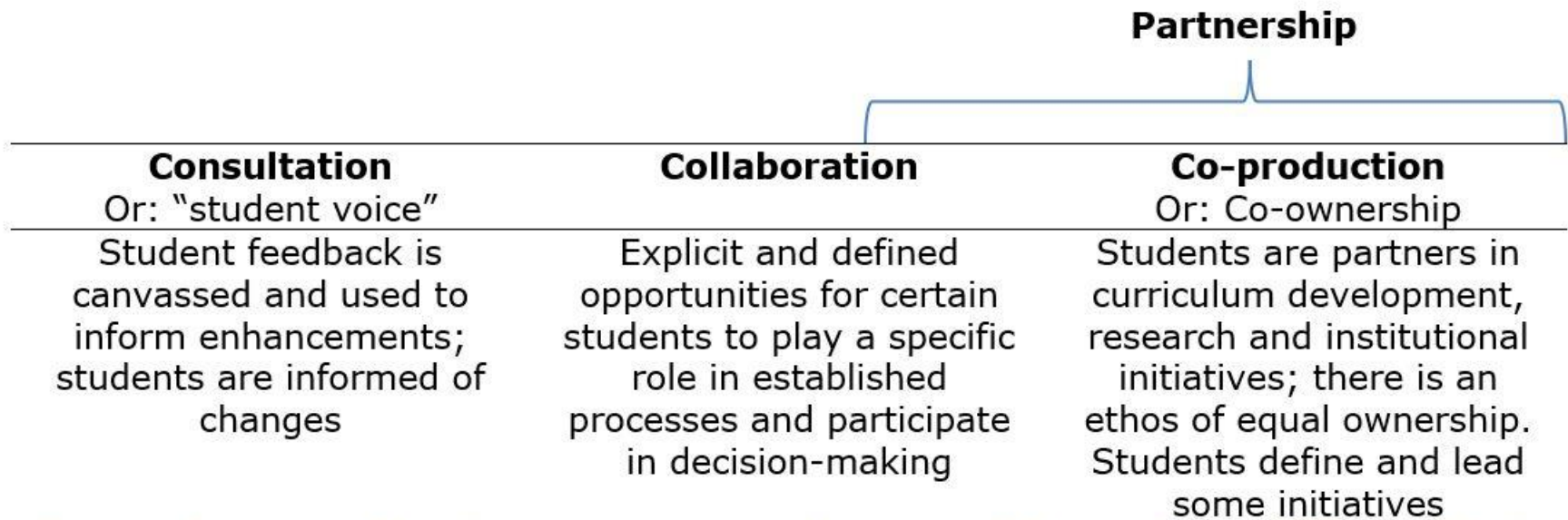
- Student involvement in learning and teaching enhancement  
– models and power relations
- Student perspectives on involvement and ownership
- Internationalisation, decolonization, and inclusivity
- Partnering with students to internationalise learning and teaching
- Power-sharing?
- Discussion

# Consultation, Collaboration, Partnership

Three types of student engagement in learning & teaching enhancement

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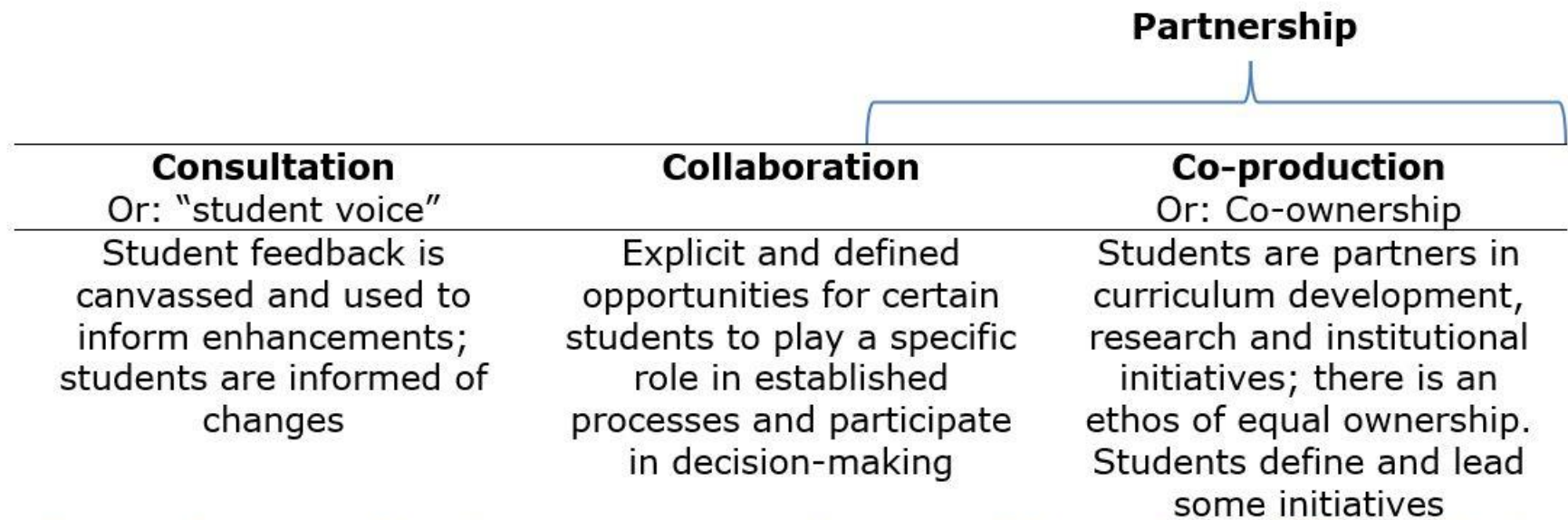
Three types of student engagement in learning & teaching enhancement



*Figure 1. Categories of student engagement in enhancement (after Healey et al 2014 and Foyle and Mutton 2017)*

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Different power relations and configurations

# Consultation, Collaboration, Partnership

- *'My first 2 years were really difficult and I failed 2 modules in the second year. By the final year, I knew what to expect but you can't really express yourself – you have to do what they expect. University systems restrict you rather than asking what I want to do – expanding my horizons is limited'*
- *'We don't want passive sessions – we want more direct questioning so it's much more interactive and we can learn from each other. Some lecturers do this well'*
- *'The dissertation really allowed me to be creative – I felt I could use my own experience and bring myself into this'*
- *'The university needs to think about staff diversity. There were sessions on international cinema with lots of post-colonial cinema but no African cinema. Why?'*

# International, decolonised, and inclusive curriculum and pedagogies

- Internationalising the curriculum—taking a global perspective on the subject; using international materials and examples; using the international diversity of students as a positive resource; preparing students for their global future
  - Decolonising the curriculum— a more critical approach which accepts that education needs to enable an understanding of the self, when current practices do not allow the self to have a presence
  - Inclusive curriculum—including diverse perspectives from different genders, abilities/disabilities, social backgrounds, ethnicities, nationalities, ages, etc.; drawing on the diversity of student backgrounds and experiences as a positive resource
  - Inclusive pedagogies—approaches to learning, teaching or assessment that remove barriers for particular groups and support the success of all students.
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# Partnering with students to internationalise the learning

## Big changes

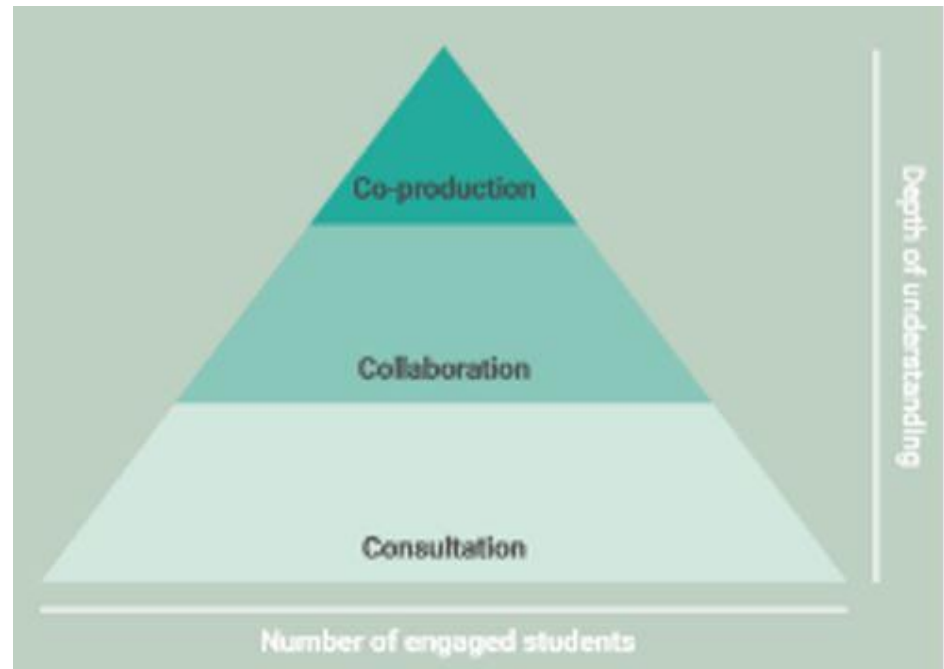
- Course or module design/re-design events—bringing together course team with a range of stakeholders such as students, employers, alumni to design or redesign a course or module
- BCU staff and students worked together to create UK's first black studies course (Jalpa to summarise)

## Small changes and/or quick wins

- Student input into texts/materials—e.g. film choice in NTU Media Studies.
- Activities designed to bring students' own diverse perspectives into the learning and teaching (e.g. History of Race, Warwick)



# Reach versus depth



*Reach versus depth of student engagement in enhancement (Foyle & Mutton 2017)*

# Some barriers to involvement in enhancement partnerships

- “Power sharing” did not figure in motivations to get involved.
  - However, it did figure in barriers to involvement:
    - 67% Not aware of most opportunities for student partnership
    - 45% Don’t think I have relevant experience
    - 36% Busy with other commitments
    - 34% **Working with a professor is intimidating**
    - 28% **Worried professors won't value my contributions**
    - 25% Don’t think I have good enough grades
    - 18% No partnership opportunities that align with my field of study/interests
    - 4% Not interested in the idea of partnership
- N=433 from 4 institutions in UK, US, Canada (Marquis et al 2019)

# Student perspectives on collaboration

- 2018 Student academic experience survey (HEPI):
  - Of more than 14,000 students who participated, 22% said international students *'slow down the class'* and that *'academic discussions are of a lower quality'*
- How do we encourage collaboration?
  - *'I do not feel local and international students get much contact unless they are made to. I think if we did mix more, it would be a good thing'*
- And co-production?

# Discussion

If you wanted to involve students in order to internationalise your curriculum:

- Which students would you involve?
  - How would you involve them?
  - How would you support their meaningful involvement?
  - What would you expect to learn from them?
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- Bonus question: to support partnership/co-production, in what ways would power relations need to change? What support could enable this?