

Working in partnership with students to transform and enrich learning and teaching experiences

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A good keynote

- Relevant and challenging
- Models the way through literature
- Provides some real examples that can be adapted
- Authentic
- Enables you to reflect
- Occasionally makes you smile

“Engaging students and staff effectively as partners in learning and teaching is arguably one of the most important issues facing higher education in the 21st century”

Healey, Flint and Harrington (2014)

HEA Engagement through partnership: students as partners in learning and teaching in higher education

Partnership

“A relationship in which all participants are actively engaged in and stand to gain from the process of learning and working together”

“Partnership is essentially a process of engagement, not a product. It is a way of doing things rather than an outcome in itself”

Healey, Flint and Harrington (2014)

HEA Framework on Student-Staff Partnerships



(HEA Framework on Student-Staff Partnerships) <https://www.heacademy.ac.uk/students-partners-framework-action>

The student position – consumers or partners

- *Putting Students at the Heart of the System (BIS 2011)* openly seeks to create the student consumer of higher education – CHOICE
- Collini (2011) has highlighted that *'the model of the student as consumer is inimical to the purposes of education. The paradox of real learning is that you don't get what you 'want' – and you certainly can't buy it'*.
- TEF – so how do you measure partnership?

NUS - student consumers?

NUS (2012) Manifesto for Partnership rejects the notion of student consumerism

"The students as consumers model assumes that the experience of attending higher education is something that can be packaged and soldand negates the ability of students to influence their environment and learning.

conceiving of students as consumers is a thoroughly impoverished way of describing the relationship between students and their institutions, which ought to be one of mutual trust, care and respect.

If we seek to engage students merely in order to find out what they want and give it to them, we reproduce this dangerous narrative of consumerism and lose sight of the responsibility of educators to challenge and stretch students"

NUS and a call to arms

Rachel Wenstone, Vice President (HE) at the NUS states in the introduction to the report:

"We have spent enough time condemning consumerism in education, and now we need to articulate the alternative. Student engagement is a great concept but it needs to be deployed to radical ends. Students as partners is not just a nice to have, I believe it has the potential to help bring about **social and educational transformation**".

NUS (2012) Manifesto for Partnership

Co-creation

“..a collaborative, reciprocal process through which all participants have the opportunity to contribute equally to, although not necessarily in the same ways, to curricular or pedagogical conceptualisation, decision making, implementation, investigation or analysis”

Alison Cook Sather et al (2014: 6)

Equal or meaningful?

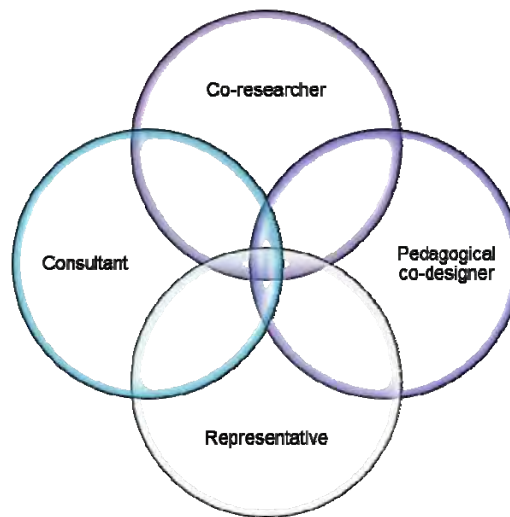
Learner voice participation

	Notify	Inform	Consult	Involve	Collaborate	Empower
Level of engagement	Stakeholders may encounter project publicity	Stakeholders are regularly and reliably informed, made aware of their rights and ways of participating in the project	Project staff obtain views of stakeholders. Stakeholders receive full feedback on decisions taken	Project staff work with stakeholders throughout decision making process to ensure views are understood and taken into account	All aspects of decision making processes are undertaken in partnership with stakeholders	Stakeholders set agendas for change. Self organisation and responsibility over management is held by stakeholders
Stakeholder roles	Information made available	Stakeholders informed	Stakeholder consulted	Stakeholder input	Stakeholder shaped	Stakeholder owned
Engagement tools	Stakeholders as passive recipients of uncontextualised information	Stakeholders as passive recipients of broadly contextualised information	Stakeholders as respondents	Stakeholders as project team members	Stakeholders as collaborators	Stakeholders as designers (independent)
Anticipated effect	Dialogue with project staff is not expected	Dialogue with project staff is implicitly welcomed but not explicitly invited	Designated consultation space/time in meetings	Participation in skills training	Stakeholders on management committees	Distributed decision making
	Occasional newsletters	Briefings	Feedback/right of reply strategies	Stakeholder shaped policy making	Stakeholder shaped policy making	Stakeholder managers
	Access to minutes/documents	Regular Blogs	Some dialogue with project staff is expected	Stakeholder interest/advocacy groups	Stakeholder interest/advocacy groups	Stakeholder 'ownership' of resources, events, policies and learning
	Static website	Targeted Letter	Comment/opinion polls	Workshops	Stakeholder-led consultations	Stakeholder managed programmes
			Focus groups (stakeholders as respondents)	Voting	Interviews open/closed (stakeholder directed)	Stakeholder agenda setting
			Project staffed consultation workshops	Active focus groups	Open forums	Stakeholder managed consultation activities and tools development
			Project staffed (questionnaires, interviews)	Joint-led consultations	Rich picture activities	
				Interviews (open-staff directed)	Away days with stakeholders and project teams	
	Potential for peripheral general awareness	Potential for informed, contextualised awareness	Continued widespread contextualised awareness	Emergent reaction data is not framed exclusively by project staff	Agendas emerge only from collaborative activity with stakeholders	New mechanisms are established which are stakeholder owned
			Emergence of reaction data	Stakeholder agendas are collected and recognised		Project is self-sustainable with no expectation of project team intervention

Adapted by Freeman, R., Battilana, P. (2002) as part of T-SHARC at Birmingham City University from Levels of learner voice participation from Rudd, T., Colligan, P. and Mall, R. (2008) 'Learner Voice: a handbook from Pufendorf'. Bristol: Pufendorf.

Different roles that students adopt within co-creation

(Bovill, Cook Sather, Felten and Millard 2015, *Studies in Higher Education*)



Co-creation: student as...

- Consultant: sharing and discussing valuable perspectives on learning and teaching
- Co-researcher: collaborating meaningfully on teaching and learning research or subject based research with staff
- Pedagogical co-designer: sharing responsibility for designing learning, teaching and assessment
- Representative: student voices contributing to decisions in a range of university settings (*uncontrollable and that is the goal*)

(Bovill, Cook Sather, Felten and Millard 2015)

A response – Birmingham City University

- Evidence and vision (Professor Stuart Brand) 2007 - 2015
 - Focus on student and staff relationships (them & us)
 - Strategic development of the learning community
 - Student Engagement initiatives at core
 - SAP - StAMP
-
- Veneer of student engagement – the challenge!

Student Academic Partners

An opportunity to integrate students into the academic community of the University. It generates a sense of ownership and pride in the institution and its programmes through a scheme that provides students and staff with a direct opportunity to work collaboratively to strengthen learning and teaching at the University for the benefit of all.

Projects are normally funded for around 100 hours to employ and pay students.



Project categories

- Development of new content/ learning/resources/ assessment approaches – curriculum focus
- Consultation/ survey/network projects/micro-community building/student engagement focus
- Employability, employment, professional practice and placement experience
- Thematic – employability/progression/retention/ first year experience

JISC BCU Case study <https://can.jiscinvolve.org/wp/files/2014/10/CAN-BCUvFINAL.pdf>

A Development Platform For Custom Microprocessor Design

AIM

To develop a target board that will support the design and test of custom microprocessor/microcontroller architectures and peripherals.

OBJECTIVES

- Research and investigate existing microprocessor IP cores.
- Produce a functional specification for the target board.
- Design a physical specification for the target board.
- Design the PCB using appropriate CAD software.
- Manufacture the PCB.
- Implement VHDL designs onto the board for testing.

METHODOLOGY

Research

- Evaluation of existing products
- Microprocessor/MP Cores
- FPGA Architectures
- Hardware Descriptive Languages

Specification

- Proposal and refinement of I/O peripherals
- FPGA device selection
- Design of system architecture

Sub-System Design

- Problem Definition
- Functional Specification
- Physical Specification
- PCB Design & Manufacture
- Testing

Definition

- Analysis
- Decision
- Implementation
- Verification

RESULTS

A high quality development platform incorporating the following features:

- JTAG interface to allow HDL to be programmed and run on the target board.
- Necessary I/O peripherals to perform simple interaction and testing of microprocessors and custom peripherals.
- Appropriate memory to support the use of custom microprocessors.
- Basic debugging capabilities via the JTAG interface and on-board peripherals.
- Flexibility through the two 8-bit expansion ports.


CONCLUSIONS

A successful, versatile, development system proven to provide a suitable platform for the design and implementation of custom microprocessors and peripherals.

The development board has many applications within academic environments and is inherently suited towards subject areas such as Microelectronics, Embedded Systems and Digital Electronics.

RECOMMENDATIONS

- Design and implementation of a custom microprocessor/microcontroller core and associated peripherals.
- Design of an expansion board to interface with the development board via the DB9 connectors.



Development Board Block Diagram

studentacademicpartners

From The Horses Mouth: BA Art & Design

Ruth Claxton, Amanda Grist, Andre de Jong, Lizzie Pearson

"...most important view along the Museum and Galleries course... so just that course generally was definitely the most important thing I had done to getting to this point, I would do it again, definitely, it was great." Neil Lintson, architect at New Art Gallery Walsall

"How do you monitor yourself?" (Amanda Grist) "make great work" James Smith, editor This is Tomorrow

"...be patient, and be receptive to different opportunities as they crop up. In my experience I've done all sorts of different things that maybe at the time of doing these things I've thought 'well, I'm not really progressing' but actually it all leads you in one sure direction that you have to make the most of" Shane Walbran, artist

The aim of the project was to capture, through video interviews, valuable information from practising professionals with regards to professional development within the creative industries. We felt that students would benefit greatly from hearing a variety of industry professionals talk about their trajectory from education to industry, and the key decisions that they made and faced along the way. The project has created artefacts in the form of video interviews that will be made available, once edited, to the student body. Various options for disseminating the resource are being considered, amongst which is having the interviews available on Moodle, or having a dedicated terminal in the library. The most challenging part of the project has been managing our time so that we are able to arrange and honour appointments in and around our University commitments and personal life. The project has however offered us the opportunity and 'excuse' to speak to professionals in the field that we wish to enter one day, which has been an invaluable source of networking. We have, since the project started, amassed a library of interviews that is still growing as the weeks go by.

STUDENTS' UNION **THE AWARDS** 2010 AWARDED WINNER

BIRMINGHAM CITY University

www.birminghamcitysu.com/saps

Student Academic Mentors

To create student led interventions that would better support programme teams seeking to improve the progression and achievement of their students. Projects can normally bid for up to **200 hours** of student employment to develop mentoring initiatives.



Mentoring initiatives

- *Discussion Group Mentoring*: associated to a specific module and provides extra assistance with disseminating module content.
- *Workshop Mentoring*: an opportunity for students to apply theory from classes in a practical environment.
- *One on One Academic Assistance Mentoring/Coaching*: follows a more traditional "tuition" model of academic assistance for modules on a drop-in or appointment basis.
- *Teaching Assistant Mentoring*: provides assistance to academic staff in a specific module in the form of supplemental instruction for students, demonstrations, course development and lesson implementation.
- *Course Induction Mentoring*: provides introduction into how to succeed and introduces the expectations of the university along with giving a student perspective of the course
- *Employability Mentoring*: assists students in building their CVs, portfolios, covering letters, job searching and interview practice.
- *Placement Mentoring*: provides student perspectives of placements; offers advice for success and assists students whilst on placement.

SAP	StAMP
6.09S: Early Transition Support for the MSc Management PG Community	3.14M: Narrowing the gap: Mentoring the prospective student through the transition
6.12S: Preparing to Moot. A Step-by-Step Guide	3.19M: BSc (Hons) Nursing ePortfolio Mentoring
6.16S: Developing a Learning Resource to Support Vendor Certifications	3.27M: Conservatoire International Postgraduate Students Project
5.14S: The Student Transition Project	4.13M: Media Production Training
5.44S: Designing and Implementing Practical Learning Activities for Film Students in Technical Subjects	4.28M: Partners in Braille
6.26S: Athena Swan – Supporting women into academic careers	

The rules?

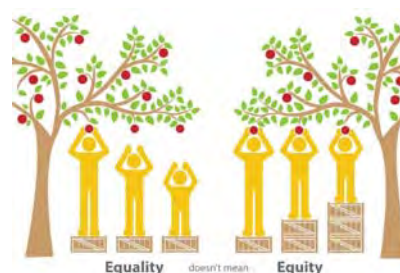
Rewarded or recognised

An inclusive approach

Meaningful not equal?

“not there to make the tea”

Identify students before you start



Students as change agents

- Partnership projects to improve the learning experience
- SAP became a new avenue for proactive student involvement
- Local level implementation and light touch management
- Overt symbolism: Partnership with Students' Union
- Course design: RoLEx and T-SPARC/DAPS/Rough Guide

Purpose: culture change - 'Them and us' – the state of mind

JISC case study <https://can.jiscinvolve.org/wp/files/2014/10/CAN-BCUvFINAL.pdf>

Present day...

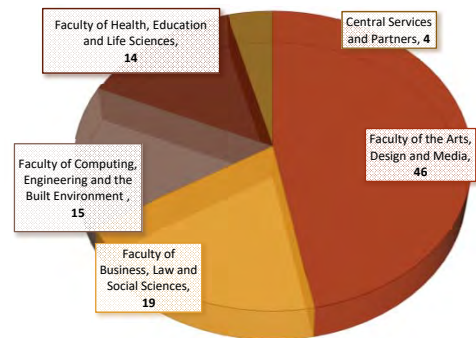
- New Strategic Plan 2020 vision
 - A sector leader in student engagement
 - Students at every decision making point
- Significant partnership with Students' Union – secondments to partnership working (welcome week etc)
- New student representation system (SAL)
- Engagement embedded within PgCert for new staff
- Extra Mile L&T Awards
- Funding only available for partnership projects

Student Academic Partners 2017

**Student Academic Partners (SAP)
Funded projects 2016-17**



**Student Academic Partners (SAP)
Student Employees 2016-17**

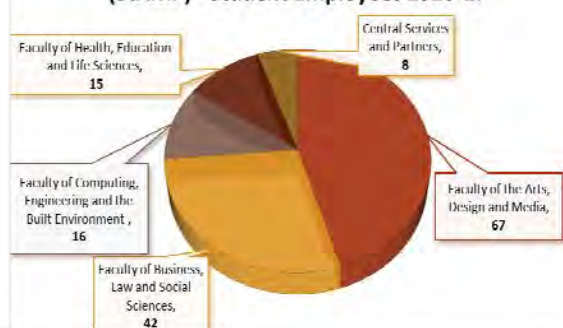


Student Academic mentors 2017

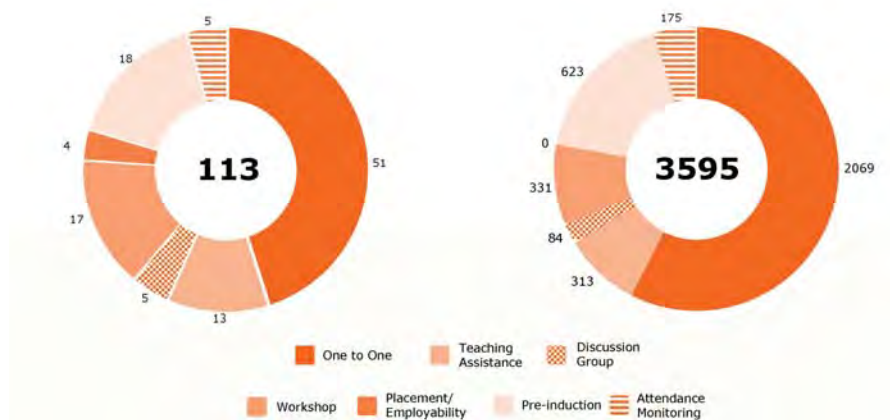
**Student Academic Mentoring Programme
(StAMP) Funded Projects 2016-17**



**Student Academic Mentoring Programme
(StAMP) - Student Employees 2016-17**



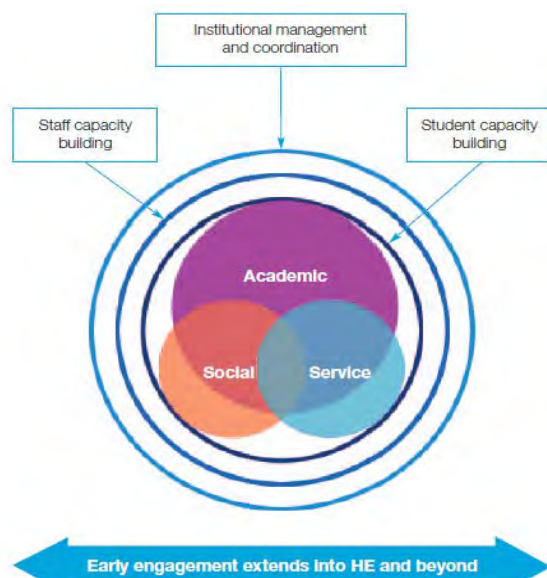
StAMP Activity and Hours (2015-16)



Part 2 – integration and engagement

- Isolated initiatives to embedding
- Translate to other aspects of provision
 - Retention and First Year Experience
 - Employability
 - Staff development
 - Student development
- Change model – infection and opportunity
- UKPSF and staff recognition

What Works? Student retention and success



Transition is critical



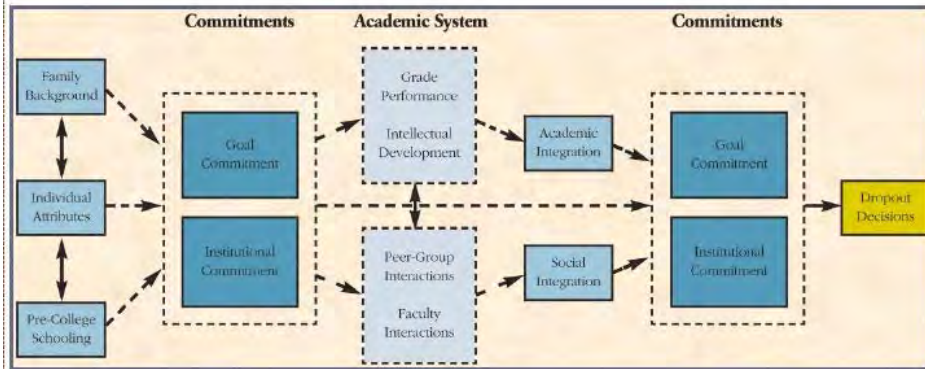
<http://www.free.webs.com/horseloversveen/the-far-side-comic.jpg>



Student success
is largely determined
by student
experiences during the
first year.

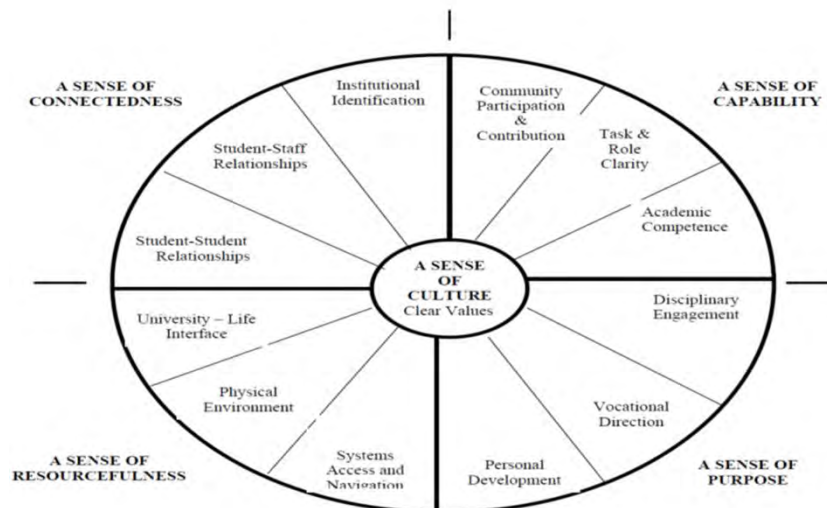
Upcraft, M. L., Gardner, J. N., &
Barefoot, B. O. (Eds.). (2005).
*Challenging and supporting the
first-year student*. San Francisco:
Jossey-Bass.

Tinto's Model of Student Integration (1975)



Grayson & Grayson, 2003 (http://www.millenniumscholarships.ca/images/Publications/retention_final.pdf)

The 'Five Senses' of Successful Transition



DESIGNING AN ORIENTATION AND TRANSITION STRATEGY FOR COMMENCING STUDENTS
A conceptual summary of research and practice
All Lizzio (2006)

30

Key message



Specific interventions cannot be recommended over and above each other. Rather **the institution, department, programme and module** should all **nurture a culture of belonging** through the way they function and relate to people.

What Works? Student Retention & Success



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Key message



Student belonging is an outcome of:

- Supportive **peer relations**.
- Meaningful **interaction between staff and students**.
- Developing **knowledge, confidence and identity** as successful HE learners.
- An HE experience which is **relevant to interests and future goals**.

What Works? Student Retention & Success



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Belonging, community and engagement

- This echoes the work of Astin (1993:126) which suggested that the level of student involvement with the university is predictive of persistence and academic performance. He stressed that the most important deliverers of student involvement are “**academic involvement, involvement with faculty, and involvement with student peers**”.
- Pascarella & Terenzini (2005:647) believed that “*the greatest impact appears to stem from students’ **total level of campus engagement**, particularly when academic, interpersonal, and extracurricular involvements are mutually reinforcing*”.





McMillan and Chavis (1986)

Membership: Membership is the feeling of belonging or of sharing a sense of personal relatedness.

Influence: a sense of mattering, of making a difference to a group and of the group mattering to its members.

integration and fulfillment of needs. This is the feeling that members' needs will be met by the resources received through their membership in the group.

Shared emotional connection, the commitment and belief that members have shared and will share history, common places, time together, and similar experiences.



What Works:
Our approach to support

Identifying stress points
Pre entry transition mentoring
Extended workshops
Embedded specialist mentoring
Student Success Advisers
Personal Tutoring development

*"Offering the personal touch
through connected services
within the academic
environment"*



www.bcumedia.com/welcome/

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SITE MAP

Welcome

- About Level Up
- Your Level Up Venture Mentors

Studying with Us

- Level Up Online Learning
- This Week on Level Up
- Choosing Your Options
- Induction Week
- Meet Your Degree Leader
- Your Degree Specialism



At the Birmingham School of Media we are in the business of producing creative media thinkers. So in preparation for study with us, we want you to get into the habit of being curious about everything! We encourage you to become devoted media consumers (if you aren't already!) and to evaluate and question the construction of each media text that you consume.

At the Birmingham School of Media, we aim to fuel your passions and throughout your studies with us, you are encouraged to be creative and



THE BIRMINGHAM SCHOOL OF MEDIA

BIRMINGHAM CITY University

Media Studies
Texts, Production and Context

Student Success Advisers

SSA Media activities

- Pre Induction & Welcome Week
- Attendance monitoring
- Personal Tutoring maintenance
- Workshops
- Moodle Monitoring
- Applicant Visit Day Coordination
- Student Tutorials/Mentoring : one to one advice

8% = 19
students
x £27k



So, job done then?

- Changing A' Level landscape = longitudinal, exam
- Motivation, Belonging & Resilience (MH) → student success
- The working student
- First year experience shapes perception and sets expectation (NSS) – Learning Gain

The Mehaffy perspective (USA)

“The first year of college is broken”

Changing nature of the student

Other things are more interesting – they can learn elsewhere

Staff autonomy: Work in a silo or on your own

Staff training: is it appropriate

Teaching focus not learning focus

Pastoral not related to the academic

Courses are staff-centric not student centred

The Mehaffy perspective 2

All learning comes from teaching?

We control where that learning takes place?

*“As a recovering academic, I have been startled to discover recently that students learn outside of class. Who knew? As a faculty member and teacher, I had always assumed that learning took place only in class. In fact, if I’m honest, I thought learning took place only in **my** class. And if I’m really honest, I thought that learning took place in my class only **when I was speaking.**”*

The Mehaffy perspective 3

*“what mattered most about graduation success was not a specific program or special funding but culture; a **campus culture** where faculty and staff believed that their role was to help students become successful. Culture is a critical component of a redesigned first year of college.”*

The working student : A challenge for partnership

‘work is a fundamental part of life for many undergraduate students’.

75% of dependent undergraduates and 80% of independent undergraduates worked whilst they studied. Not only did they work, but they worked significant hours. The dependent graduate working an average of 24 hours per week, whilst independent undergraduates worked virtually full time jobs with 34.5 hours.

Are we ‘failing to recognise that higher education is generally not the primary life environment of working students’.

Perna, L. (2010) Understanding the working college student

The full-time student?

NASES (2012: p7) proposes that over 60% of UK students undertake paid employment whilst studying

Over 110 Universities offer job shops to their students to support students who need employment to ensure they are able to complete their studies

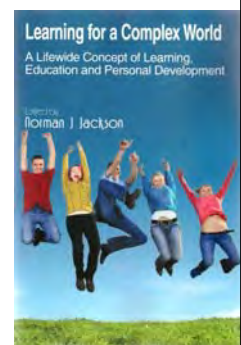
National Union of Students (2012) report, *The Pound in your Pocket*, research into the financial wellbeing of students in FE and HE states 'many students are struggling to make ends meet, concentrate on their studies and stay the course, because financial support is systematically inadequate across both further and higher education'.

Lifewide learning

....is learning in different places simultaneously (Barnett)

- Liquid learning
- An individual inhabiting several learning spaces simultaneously
- The learner and university without boundaries
- Learning taking place in any learning space

.....university loses control of learning



Who controls learning?

- Do students only learn at university?
- Where do our students learn?
- When do they learn?
- Learning at a different rhythm

Students as co-workers



“The flexibility of the job is great and it is nice to be able to organise and cooperate with others. My line manager has inspired me to think about my future and aiming for the best. This environment does push you.”

Leadership
Foundation
for Higher Education



Research outcomes 2017 (154 respondents of 350 students surveyed)

- **have a better relationship with staff (86%)**
- *work harder at studies (64%)*
- *more likely to ask questions (67%)*
- *more understanding of the university (80%)*
- *more motivated to succeed (76%)*
- **belong more (89%)**
- **spend more time studying on campus (57%)**
- *Time management skills improved (78%)*
- *Better at prioritising work (77%)*
- *Better organised (80%)*
- **Confidence has grown (90%)**
- *Talk to university work colleagues about studies (75%)*

Avoiding the issue?

- Markwell (2007) highlighted a moral imperative to provide an engaging environment. Markwell suggests that *“...we need to put in front of students and staff alike a vision of student and staff engagement within a **wider vision of an academic community**.... presenting a compelling and exciting vision of what university life can be like, and of the great benefits that flow from it may not be sufficient but it is surely necessary for making substantial progress”*.
- Kuh (2009:685) believes that *“What the institution does to foster student engagement can be thought of as a margin of educational quality – sometimes called **value added** – and something a college or university can directly influence to some degree”.Learning gains?*

Empowerment

“the promise of a lifewide curriculum is that it holds more potential for encouraging learners to see themselves as the integrators of their life experiences and their own learning, than an academic curriculum alone” (Jackson 2011:109)

- Making academic learning more connected to the real world
- Appreciating challenges of the modern world
- Develop student capabilities that transcend discipline only contexts

Possible partnership responses

- encourage students to gain worthwhile experiences outside of their courses and design courses that enable it.
- Accredited additionally lifewide learning experiences
- Accredited opportunities for self-reflection within existing courses

Learner voice participation

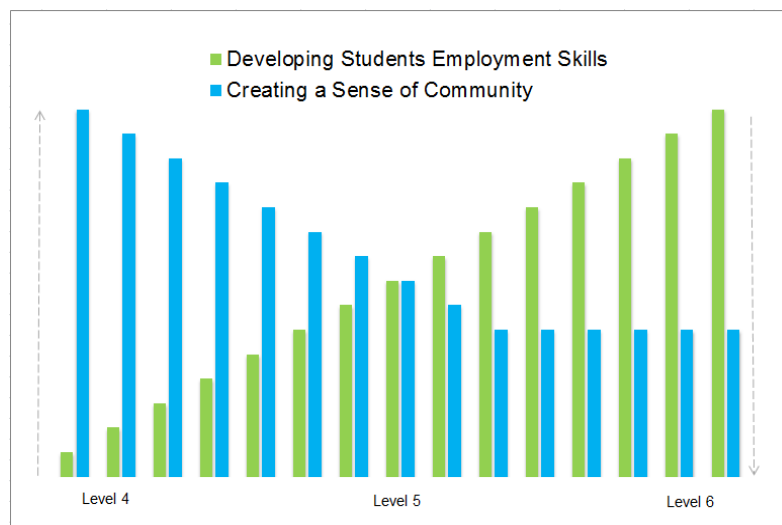
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BCU Graduate+

- Extra-curricular awards framework (Bronze to Gold);
- Personalise approach – design your own future;
- recognises the employability/life skills that our students develop within and outside of the university through their lifewide experiences;
- raise awareness and broaden engagement from students;
- builds on the home communities of students.





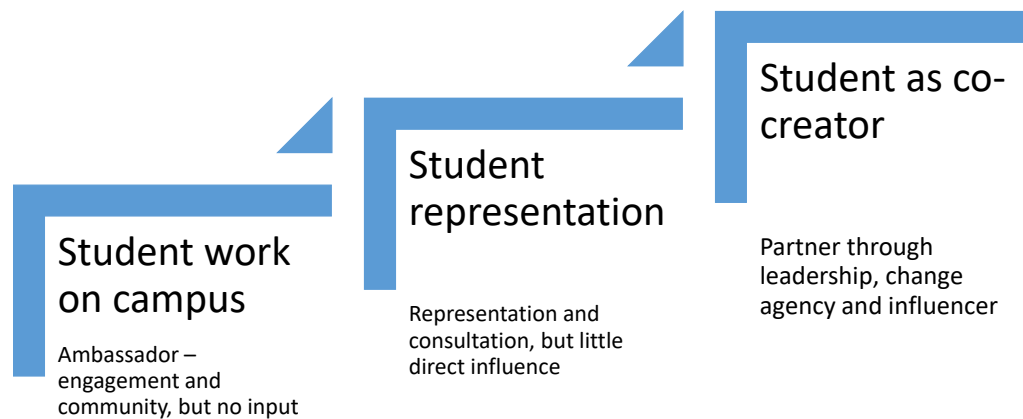
A return to partnership

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A spectrum of partnership

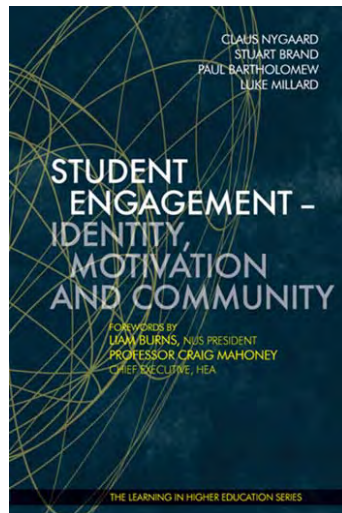


Students' Union President – Extra Mile L&T awards

*"We are a university where **partnership** between staff and students has transformed the curriculum and we anticipate its impact in the new academic year. We are a university where **partnership** has allowed students to be a voice for all through the student representation system, continuously working alongside staff to develop the experience for students. We are a university where **partnership** has allowed students to input into the Teaching Excellence Framework submission, emphasising the distinctiveness of BCU and highlighting their own definition of teaching excellence. We are a university where **partnership** is currently contributing to the eagerly awaited education strategy."*

Jo Goodman, BCUSU President, Extra Mile awards May 2017

Metrics - Becoming a state of mind



NSS

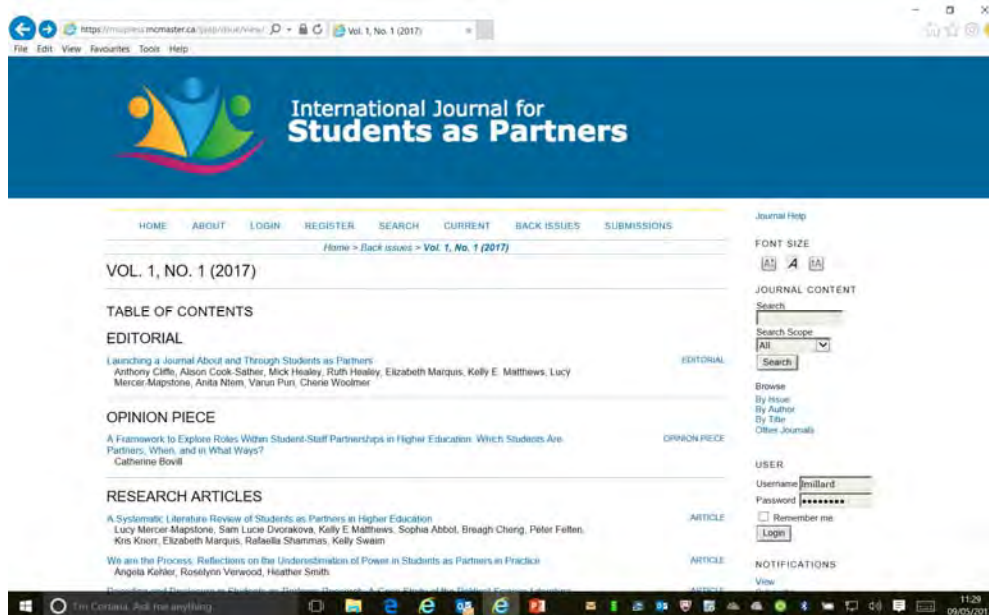
Teaching quality 87%
 Assessment and Feedback 76 %
 (+2%)
 Academic support 82%
 Personal development 84% (+2%)

TEF

The narrative
 NSS
 Retention data

To conclude

- Partnership needs to reward/recognise all participants
- It's a process that can have products
- It can be scary because you may lose control
- It's about culture and integration – state of mind
- Danger is that partnership is seen as woolly
- Define the measurables and show impact – integrate and weave
- Embed as swiftly as possible to ensure sustainability



<https://mulpress.mcmaster.ca/ijsap/issue/view/306>

ABOUT ▾ PRACTICAL INFORMATION ▾ CONFERENCE INFORMATION ▾ CONFERENCE REGISTRATION KEY DATES CONTACT US PROGRAMME SCHEDULE

European First Year Experience Conference

Learning Gained Through Student-Staff Partnerships

CONFERENCE REGISTRATION

BIRMINGHAM CITY University BCUSU EFYE

European First Year Experience Conference 2017 at Birmingham City University

28-30 June 2017

<http://www.efye2017.co.uk/>

For any further information please feel free to contact me :

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Thank you for listening

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