



Engagement through partnership: Students as partners in learning and teaching

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

Socio-cultural 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



STUDENTS ARE PARTICIPANTS

	<u>Research-tutored</u>	<u>Research-based</u>	
Emphasis on Research Content	Engaging in research discussions	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

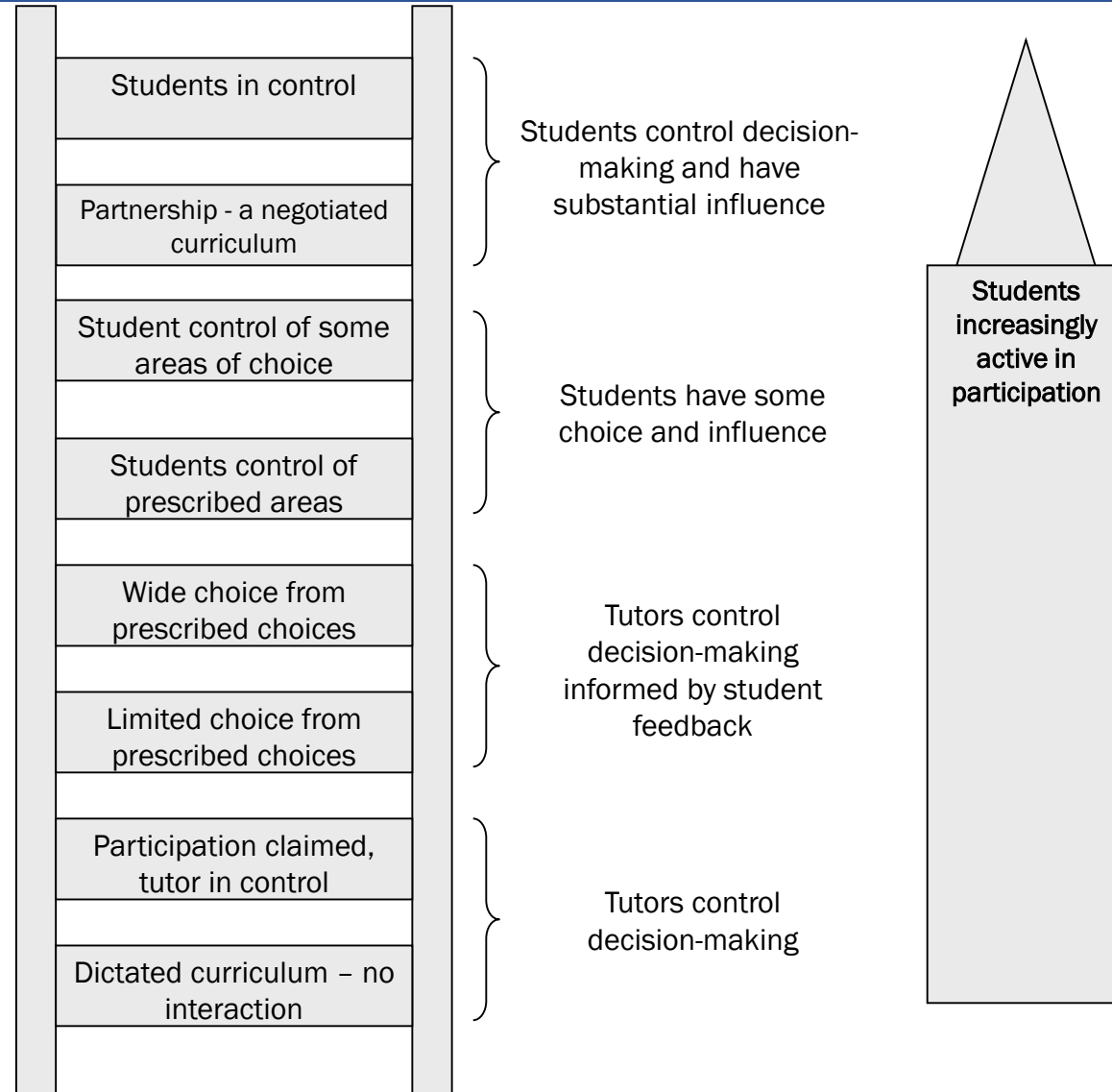
Curriculum design and the research-teaching nexus

(based on Healey, 2005, 70)

Ladder of student participation in curriculum design

See: Fig 3
p.3

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



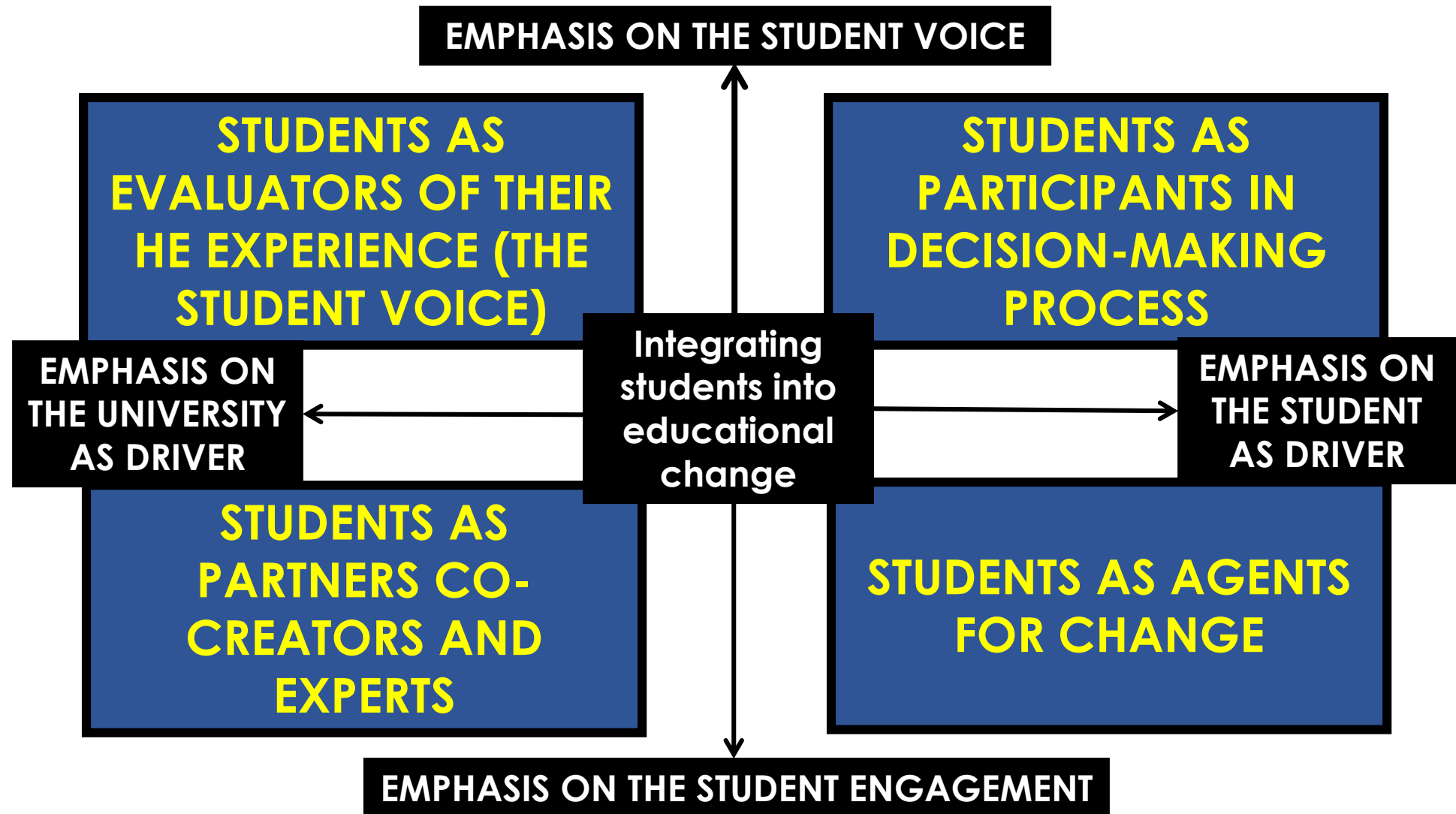
Students as change agents

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.

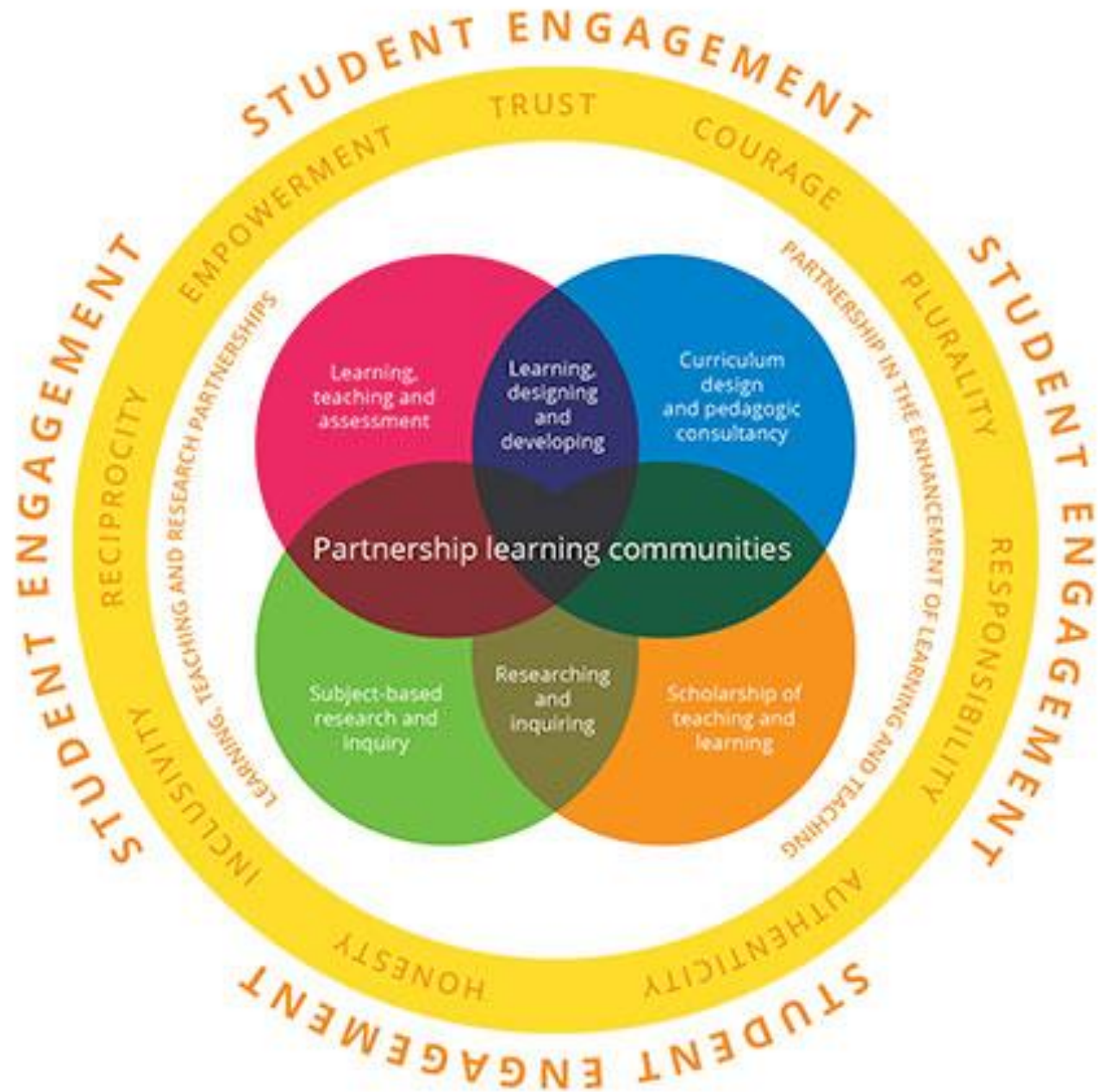
(Dunne in Dunne and Zandstra, 2011).

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



Framework for student engagement through partnership

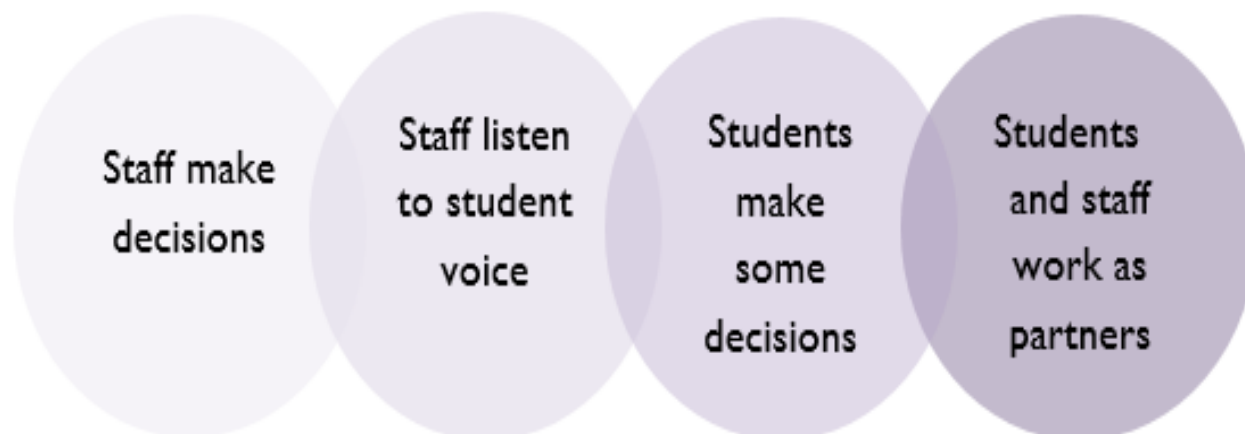
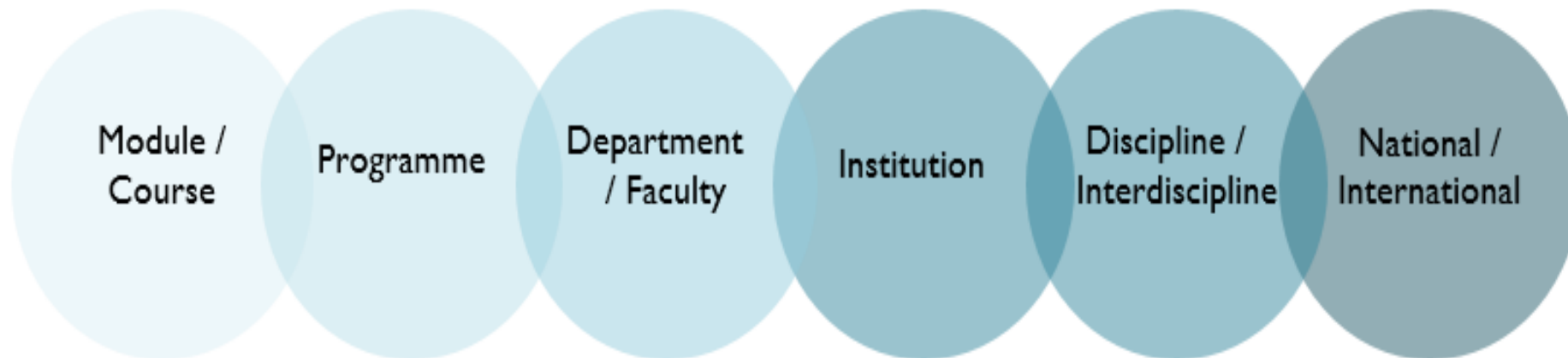
<https://www.heacademy.ac.uk/enhancement/frameworks/framework-student-engagement-through-partnership>



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



Areas for further exploration



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