



STUDENTS AS AGENTS OF CHANGE

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Education Enhancement



Excellent to see the students themselves taking the initiative...

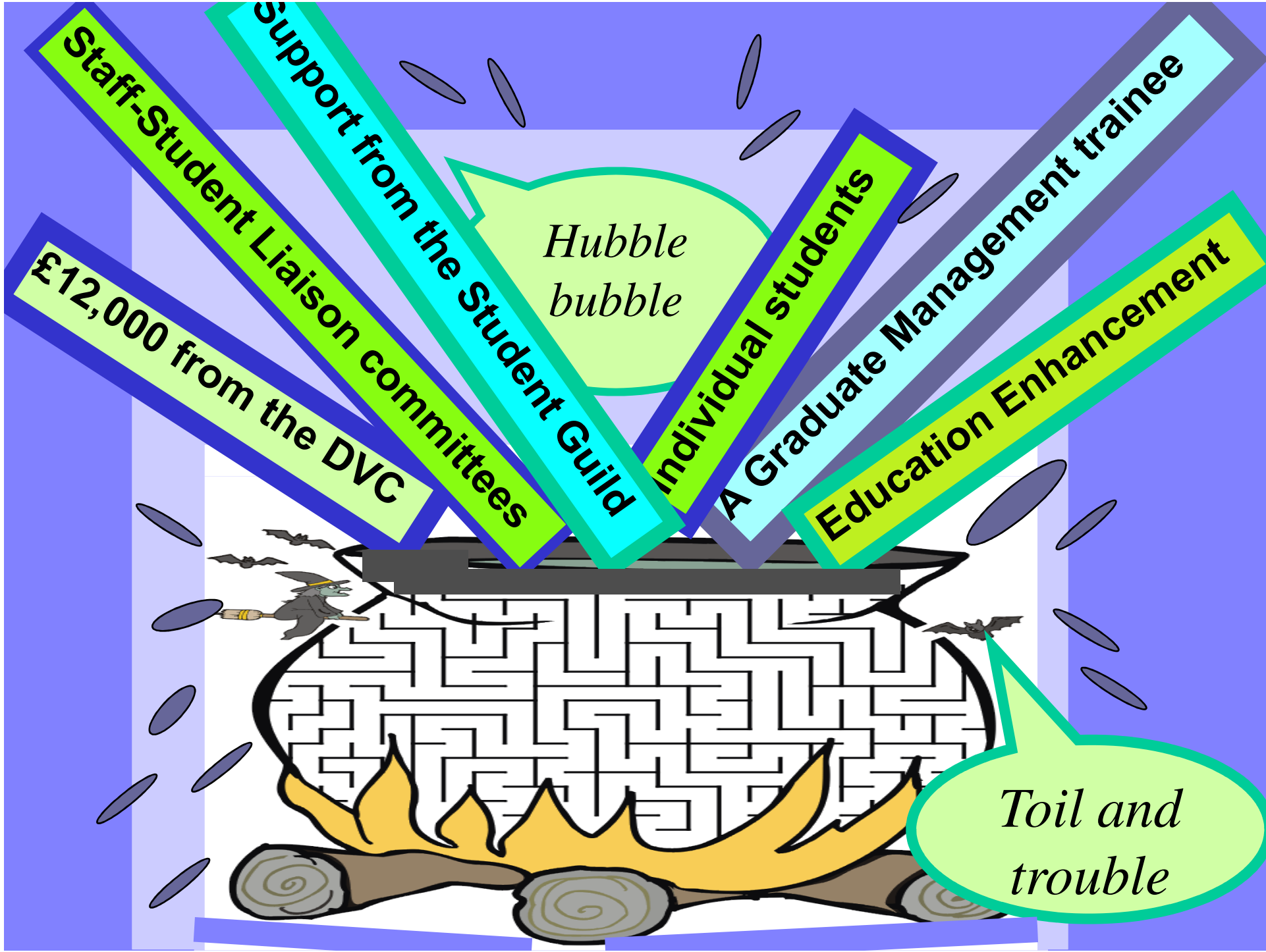
Well done - it was an inspiring event.

...all the students involved had great ideas, were really competent presenters and made the event really interesting. I also enjoyed a lot of the concepts coming forward and would really like to see these in action.

...it was inspiring to see this partnership between students, academic staff and Education Enhancement staff.

...the Guild/University collaboration is a logical one and something that both sides can be proud of - and most of all, the students who were involved.

**OBJECTIVES RESEARCH DEVELOPMENT PROJECTS
MANAGE
EXCITE
EMPOWER
IMPLICATIONS INVOLVEMENT
DEVELOP DEMAND
PROBLEMS**



*Hubble
bubble*

*Toil and
trouble*

£12,000 from the DVC

Staff-Student Liaison committees

Support from the Student Guild

Individual students

A Graduate Management trainee

Education Enhancement

GRADUATE MANAGEMENT TRAINEE

1) Working with SSLC chairs and other student Guild members to collect data ... that can be fed back to staff to improve practice.

2) The analysis of this data ... the development of an information website, and a written report with recommendations to Education Enhancement that can inform future ways of working.

3) With support, the organisation of workshops with staff and students...

...they will need to be enthusiastic and imaginative in order to make the most of this innovative and exciting project. There will be support and guidance from the supervisor throughout, but the project will largely be dependent on taking initiative, bouncing ideas around and looking for new ways of working.

LEAFLET FOR STUDENTS

Would you like to support your School in improving learning and teaching?

- What do you keep moaning about to your School, but never seems to get any better?**
- What really matters to you within your degree programme?**
- Are there issues discussed in your School's SSLCs that need further attention?**
- Do you know what students in your School feel most strongly about in relation to their personal learning experiences?**
- What do you know about the learning needs of your peers?**

If you are interested in any of these questions, or have some of your own, why not join in a new and innovative research project.

PROJECT FUNDING Funding will go towards...

- **A Graduate Management student who will help you to**
 - Work on your research question**
 - Seek out background literature**
 - Write a questionnaire**
 - Organise focus groups**
 - Talk to staff or students, as negotiated by you**
 - Collect and analyse data, as negotiated by you**
 - Make phone calls or organise meetings**
 - Provide sandwiches for lunch**
 - Design and produce an end product**
 - Design materials to disseminate your findings**
 - Etc.**
- **Photocopying or printing of materials**
- **Providing equipment such as voice recorders/ state of the art digital video cameras that you can borrow**

School/Department - Topic

History - The History Students' Seminar Experience

What kind of seminar structure/format best enables history students to learn? History students have comparatively few contact hours therefore apart from weekly lectures seminars are a vital part of a history student's learning experience. Understanding what style of seminar student's find the most useful to aid their learning experience is therefore crucial to ensure that history students get the most out of their contact hours.

Film Studies - Shared Learning Spaces

In the past there was a shared film viewing space in the library where Film Studies students were able to borrow films and watch films communally. This space served as an informal learning environment where students from different years would mix and discuss their learning. This project would look at students' preferences of learning styles and the importance of communal spaces to aid learning.

SSHS and SELL - Studying On Two Campuses

What challenges do students face when they study a dual honours course carried out on both Streatham and St. Luke's campuses? Library lending/commuting between campuses/sharing resources seems not to be addressed sufficiently in current provision. Other factors to consider include timetabling (adjoining lectures on two different campuses), and exam timetabling/clashes for students who study across both campuses. This project looks into the details of what these issues are and how they can be addressed.

IAIS - Improving Assessment and Feedback

What kind of feedback most benefits the student? What kind of assessment works best? Last year NSS scores for feedback and assessment were quite low, and feedback and assessment are issues that come up at SSLC. How can they be improved? With a view towards both technological and traditional means, SSLC representatives have investigated what feedback and assessment students find most beneficial.

Business School - Student Engagement in Lectures

The Business School has a history of great NSS results. The School is entering a phase of considerable expansion and international diversification, how will teaching at the Business School have to adapt to continue to engage well with its students? This project will link with a current JISC Integrative Technologies Project looking specifically at the technology which allows academics to engage in a different way with students in lectures. This project will endeavour to get feedback from students and lecturers on the use of the new technology in lectures and the impact it has on learning and engagement.

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EMPOWER

PROBLEMS

<p>Law - Comparative study Tremough/ Streatham – Law library and tutorial systems</p>	<p>A comparison of the personal tutoring and feedback systems at both campuses has been undertaken. This has been highlighted as a particular concern for Streatham Law students, whereas it appears to be an area Tremough students are happy with. A further comparison of the law libraries at both campuses has been undertaken as this is a current concern for Tremough students. It is hoped that through the use of comparative study lessons can be learnt from good practice at both campuses.</p>
<p>Psychology - Podcasts as a Learning Tool</p>	<p>How do students use podcasts? What are the benefits of lecture podcasting? How do they impact upon lecture attendance and exam performance? The worry of having a negative impact on attendance is currently a reason for not podcasting more lectures. This study hopes to provide school staff with a better understanding of why students have been asking for podcasts through the SSLC.</p>
<p>Geography - Academic Writing Support</p>	<p>In the first year of the degree students have the support of an academic tutor and have academic tutorials where students get a chance to go through essays and discuss writing techniques. As students go onto the second year of their studies there is less academic support and students struggle to improve their academic writing techniques. Would students benefit from extra support and what format could this take? This project investigated what exactly students are struggling with and what support might look like.</p>
<p>Classics - Peer Language Tutors</p>	<p>Language skills on entry to Classics courses vary enormously and those students entering at level 1 can sometimes struggle to keep up with the pace of language classes. Could third year students help support first year students entering study at level 1 through a peer tutoring scheme? What would the cost and benefits be of such a scheme? How might such a scheme be implemented? Would there be a need for training?</p>
<p>Theology - Employability</p>	<p>Employability is a key issue for Theology graduates. How can we ensure Theology students are aware of the employability skills they have? This project will look at the destinations of Theology graduates, gather profiles of Theology graduates and look into what routes there are to different career paths in order to expand student's ideas about what they might do.</p>



Research Methods

Staff interviews

Questionnaires

Focus groups

Videos



STUDENT **UNIVERSITY** **INVOLVING** **CHANGING** **MAKING** **TOP** **WHICH** **RESEARCH** **PROJECT** **INDIVIDUAL** **ALTERNATIVES** **DEVELOPMENT** **IMPROVE** **THINGS** **FEEL** **EXCITE** **EMPOWER** **PERSONAL** **SKILLS** **FUTURE** **WANT** **STUDENT** **DEVELOP** **DEMAND** **PROBLEMS** **HOPEFULLY** **POWERFUL** **WIDER** **INVOLVE** **BETTER** **NEED** **APPROACH** **INVOLVEMENT** **IMPLICATIONS** **FOCUS** **SHAPE** **EXPLORE** **ACHIEVE** **BASIS**



Students as Agents for Change in Learning and Teaching

An innovative and exciting student-led action research project which brings students and staff together as partners in HE

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Psychology

Findings: Student attainment improves. Students use podcasts, feel more prepared for exams and would have attendance monitored for more podcasts of lectures.

Outcomes: Podcasting of more lectures, presentations of findings to other Schools

Geography

Findings: Second year only made of lectures as SSLC voted out academic tutorials. 45% of students struggle with academic writing and 68% of students would take extra support if it was given.

Outcomes: In-house academic writing support from trained PhD student

Classics

Findings: 50% of students study level 1 in first year and many students struggle. 70% would find a peer tutor useful. 67% of students thought that supporting others helped them in their learning

Outcomes: Piloting peer tutor scheme September 2009

Theology

Findings: 31.6% of students said they could present oneself effectively in CVs, 92.6% of students said they would find a website dedicated to employability issues useful

Outcomes: Employability website for Theology students

STUDENTS AS AGENTS FOR CHANGE

Students are collaborative partners in pedagogic knowledge acquisition and professional development, with the purpose of bringing about change. Decisions for action tend to be promoted by students and engaged with at subject and/or institutional level.

eg:

- Students setting their own agendas for research on learning and teaching, in collaboration with SSLCs and other such fora.
- Students engaging with research processes (data collection, collation, analysis, formal presentation) with support from experts.
- Students implementing their solutions, supported as appropriate by individual staff/ subject areas/ institution.

EMPHASIS ON THE STUDENT VOICE

STUDENTS AS EVALUATORS OF THEIR HE EXPERIENCE

Students offer feedback, views and opinions and are listened to on an institutional basis, in order to build an evidence-base as a basis for enhancement and change. Decisions for action tend to be taken at subject and/or institutional level.

STUDENTS AS PARTICIPANTS IN DECISION-MAKING PROCESSES

Students engage in institutional decision-making, in order to influence enhancement and change. Decisions for action tend to be taken collaboratively with staff and students.

EMPHASIS ON THE UNIVERSITY AS DRIVER

Integrating students into educational change

EMPHASIS ON THE STUDENT AS DRIVER

STUDENTS AS PARTNERS, CO-CREATORS AND EXPERTS

Students are collaborative partners in curriculum provision and professional development, in order to enhance staff and student learning. Decisions for action tend to be taken at subject and/or institutional level.

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EMPHASIS ON STUDENT ACTION

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For more information:

- <http://as.exeter.ac.uk/eeu/projects/studentprojects.shtml>
- <http://blogs.exeter.ac.uk/studentprojects/>

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