

Engaging Students in Partnership with Staff in Learning and Teaching

Pre-Session Activities

Please download the session handout

(<https://uniofglos.blog/festivaloflearning/wp-content/uploads/sites/39/2020/05/FoL-Handout-Engaging-Students-in-Partnership-with-Staff-in-Learning-and-Teaching.pdf>), if you have not already done so **and skim read at least ONE mini case study from Section B (pp3-9), and ONE mini case study from Section D (pp10-12).**

We will begin the session at 10.30 so you may like to stretch your legs and get a cup of coffee while you wait!

Engaging Students in Partnership with Staff in Learning and Teaching

Please **mute your microphone and turn off your video.**

To share comments and queries *verbally* please **'raise your hand'** and wait to be invited to turn on your microphone.

The **chat room** is open the whole time for you to add your comments and questions.

Enjoy the session.

Engaging Students in Partnership with Staff in Learning and Teaching

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“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 et al, 2014, 7)

Brief biographies

Mick

- HE Consultant and Researcher; Emeritus Professor University of Gloucestershire; The Humboldt Distinguished Scholar in Research-Based Learning McMaster University; International Teaching Fellow UC Cork; Visiting Fellow University of Queensland
- HEA Principal Fellow; SEDA@20 Legacy Award for Disciplinary Development; International Society for Scholarship of Teaching and Learning (ISSoTL) Distinguished Service Award
- Research interests: linking research and teaching; SoTL; active learning; developing an inclusive curriculum; students as partners and change agents

Ruth

- Associate Professor in Pedagogy in Higher Education, University of Chester
- HEA Senior Fellow
- International Society for the Scholarship of Teaching and Learning Inaugural Fellow
- Editorial Board member *Journal of Geography in Higher Education*
- Research interests: teaching for social transformation, teaching through debates in small groups, teaching ethics, ethical SoTL, and students as partners and change agents

Both

- National Teaching Fellows (2000 and 2017)
- Inaugural co-editors of *International Journal for Students as Partners*
- Directors of Healey HE Consultants



Participants previous experience

Which of the following statements most applies to you:

1. I am a staff member who teaches students
2. I am a learning support staff
3. I am a student
4. None of the above (e.g. Administrator)

Participants previous experience

Which of the following statements most applies to you:

1. I have *no* experience of working in a student-staff partnership
2. I have experienced a *few* examples of student-staff partnership
3. I have experienced *many* different examples of student-staff partnership

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



Mick Healey, Abbi Flint and Kathy Harrington

July 2014



AdvanceHE

Student Engagement through Partnership
A Guide and Update to the
Advance HE Framework (04)

2019

—
Mick Healey and Ruth L. Healey (Healey HE Consultants)

Publication on left cited 700x; links to both on: www.mickhealey.co.uk

Structure

- A. Unpacking the nature of student-staff partnerships
- B. Cases studies of students and staff as partners in learning and teaching**
- C. Values in working in partnership
- D. Developing partnerships in an online environment**

Defining partnership

“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 & Harrington 2014, 12)



Defining partnership

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

(Cook-Sather et al. 2014, pp. 6-7)



The importance of context

- In running workshops and presenting keynotes on students as partners (SaP), one of the most common answers we give to questions is, '**It depends**'.
- We cannot begin to understand the processes and outcomes of specific partnerships without **taking account of the context** in which they operate.

Expertise

“... students are neither disciplinary nor pedagogical experts. Rather, **their experience and expertise typically is in being a student** - something that many faculty [staff] have not been for many years. They understand where they and their peers are coming from and, often, where they think they are going.”

(Cook-Sather et al. 2014, 27)



Student engagement continuum

INFORM



CONSULT



INVOLVE



PARTNER



CONTROL



GOAL

To provide students with balanced and objective information to assist them in understanding the problem, alternatives and solutions.

To obtain student feedback on analysis, alternatives and/or decisions.

To work directly with students throughout the process to ensure that their concerns and aspirations are consistently understood.

To partner with students in each aspect of the initiative from identification to solution.

Students design and lead initiatives that matter to them and are in control of final decision-making.

STYLE

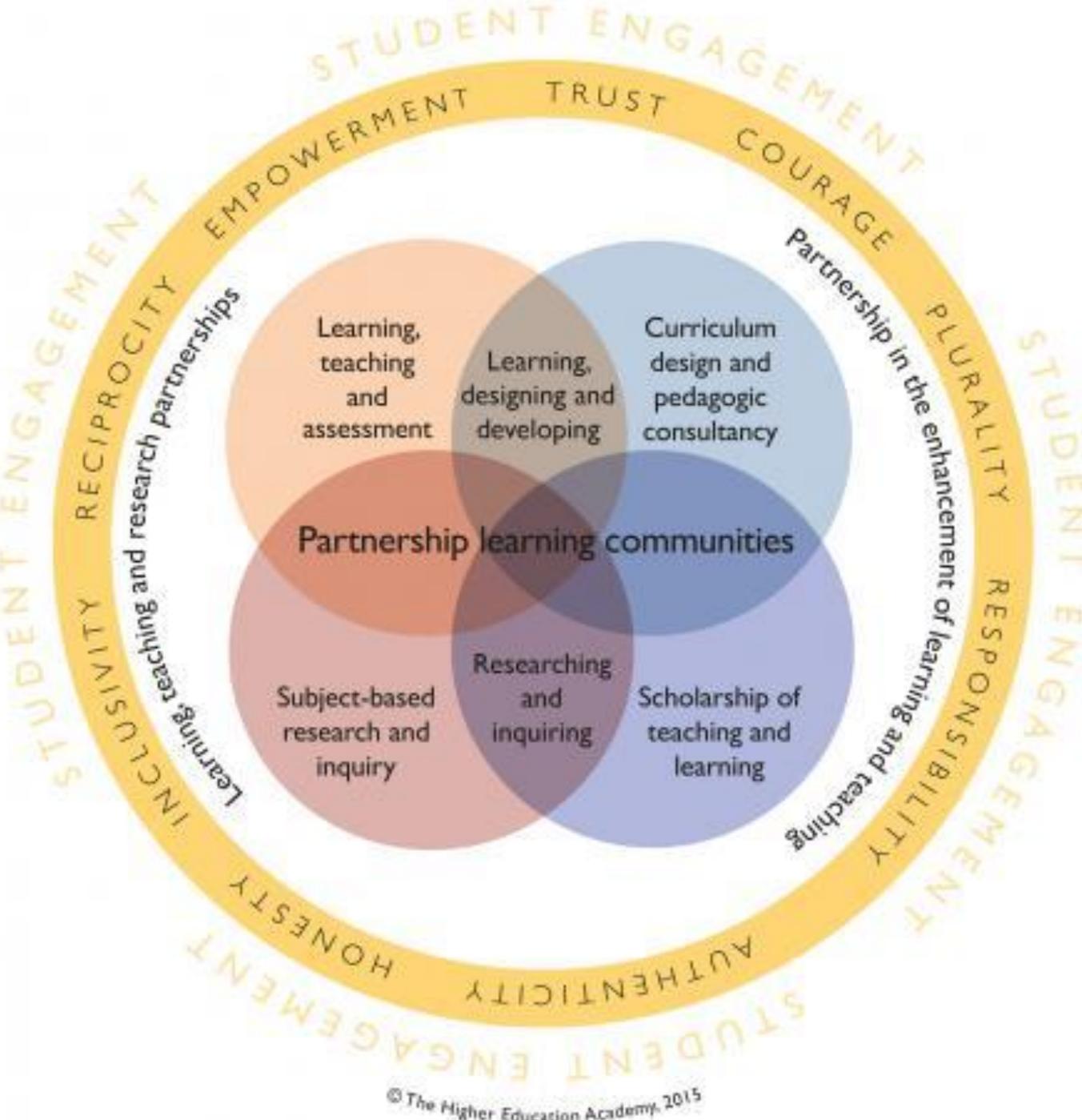
"Here's what's happening."

"Here are some options, what do you think?"

"Here's a problem, what ideas do you have?"

"Let's identify the issues and work together to develop a plan and implement a solution."

"You care about this issue and are leading an initiative, how can we support you?"



Students as partners in learning and teaching in higher education

Source: Based on Healey, Flint and Harrington (2014, 25)

Students and staff as partners in quality enhancement of learning and teaching

“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.”

(Dunne in Dunne and Zandstra, 2011, 4)

Case studies of student-staff partnership in learning and teaching

1. Learning, teaching and assessment p.3
2. **Subject-based research and inquiry p.4**
3. Scholarship of teaching and learning (SoTL)
p.5
4. **Curriculum design and pedagogic consultancy pp.5-6**
5. Integrated approaches pp.6-9

Case studies of student-staff partnership in learning and teaching

You should have skim read at least ONE of the mini case studies in Section B of the handout (pp3-9)

Tell us what you liked about ONE example you read; OR share a positive experience of student-staff partnership in learning and teaching that you have had.

If you would like to share this verbally then please 'raise your hand' . Alternatively, please share what you liked in the chat area.

Please remember to tell us, if appropriate, the number of the case study (1.1-5.3).

Values of working in partnership (p9)

Authenticity: the rationale for all parties to invest in partnership is meaningful and credible.

Honesty: all parties are honest about what they can contribute to partnership and about where the boundaries of partnership lie.

Inclusivity: there is equality of opportunity and any barriers (structural or cultural) that prevent engagement are challenged.

Reciprocity: all parties have an interest in, and stand to benefit from working and/or learning in partnership.

Empowerment: power is distributed appropriately and ways of working and learning promote healthy power dynamics.

Trust: all parties take time to get to know one-another and can be confident they will be treated with respect and fairness.

Courage: all parties are encouraged to critique and challenge practices, structures and approaches that undermine partnership, and are enabled to take risks to develop new ways of working and learning.

Plurality: all parties recognise and value the unique talents, perspectives and experiences that individuals contribute to partnership.

Responsibility: all parties share collective responsibility for the aims of the partnership, and individual responsibility for the contribution they make.

Values of working in partnership

Look at Table 1: Values of working in partnership (p9). Using the poll:

Which value do you think is the most significant?



Developing partnerships in an online environment

Learner-teacher partnership in times of COVID-19: A community poll

- 105 responses
- 89% identified as staff;
- 59% Europe (mostly UK?), 26% Oceania (mostly Australia?)

Source: <https://www.surveymonkey.com/stories/SM-RTB68869/>

The role of pedagogical partnership in the context of the rapid transition to online T&L

“It’s essential. There is no better way of gaining an insight into the 'experienced curriculum' and student input is vital so we can move from anecdote or instinct to evidence-based T&L.”

“ ... The value or importance of partnership could be overlooked due to the sense of urgency and need to move quickly. Working with students would aid the development not just of resources but [also] in building a sense of community. But partnership requires trust and time to build so may seem an additional burden.”

How have you adjusted to engaging 'in pedagogical partnership 'at a distance'?

“Working at a distance is exhausting and full of uncertainty - everything seems to take longer to prepare and delivery can feel quite stilted - **partnerships provide relief!**”

“I've really placed an emphasis on small group video-conferencing sessions - using breakout rooms in Zoom. I've found small-groups of maximum 5 students facilitates free-flowing discussion. I believe that this group size is important because students can easily view the other 4 participants on-screen and as such communicate both verbally and be aware of non-verbal cues (such as positive/negative body language).”

Unanticipated outcomes arising from engaging in pedagogical partnerships 'at a distance'?

“I think students have a greater understanding of the work-life pressures of staff and they are having huge insights into the personal side of lecturers. I think it has flattened the hierarchy somewhat in a good way.”

“I think my relationship with my students is deeper as a result. We are communicating effectively and using humour to get over the hurdles. We are working more collaboratively and teaching each other.”

Any questions or comments so far?

Pause to address one or two queries or comments either **verbally** (raise your hand) or via the **comment** box



Developing partnerships in an online environment

You should have skim read at least ONE of the mini case studies in Section D of the handout (pp.10-12)

Tell us what you liked about ONE example you read; OR share a positive experience of online student-staff partnership that you have had.

If you would like to share this verbally then please 'raise your hand' . Alternatively, please share what you liked in the chat area.

International Journal for Students as Partners (IJSaP)



**International Journal
for Students as Partners**

- Research articles, case studies, opinion pieces, reflective essays and reviews
- **International editorial team of students and staff from Australia, Canada, Hong Kong, Malaysia, UK, and US**

IJSaP explores new perspectives, practices, and policies regarding how students and staff are working in partnership to enhance learning and teaching in higher education

<https://mulpress.mcmaster.ca/ijsap>

Student-staff partnership: A vision

“ ... it should be the norm, not the exception, that students are engaged as co-partners and co-designers in all university and department learning and teaching initiatives, strategies and practices.”

(Healey, 2012)



Student-staff partnership: Conclusions

If students as partners and change agents are to be truly integrated into HE then the **nature of higher education will need to be reconceptualised.**

“universities need to move towards creating inclusive scholarly knowledge-building communities. ... **The notion of inclusive scholarly knowledge-building communities invites us to consider new ideas about who the scholars are in universities and how they might work in partnership**” (Brew, 2007, 4).



“Unanticipated has been that equalling of the partnership that happens when we're all sitting in our various spare bedrooms, all looking a bit dishevelled and weary, all looking at one another in random squares on the zoom screen: **we're all in this together.** Which is what we'd like to feel the rest of time but this is for real - **we are all struggling to manage,** none of us have all the answers, none of us can quite predict how this is going to go. **But we can help one another, be honest, be supportive, LISTEN, really listen to each other. It's moving and it's what authentic communities of practice should be about.”**

THE END

An invitation to
**send us a case
study**

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Any further questions or comments?

Either **verbally** (raise your hand) or via the **comment box**

