

Change Agents' Network (CAN) 23

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Reimagining student/staff partnerships
to generate new learning opportunities

University of
Hertfordshire **UH**

Jisc



Evolution

2005-2010
Blended Learning Unit
(Centre for Excellence in Teaching and Learning)

2008
Student technology mentors and staff secondments to the BLU

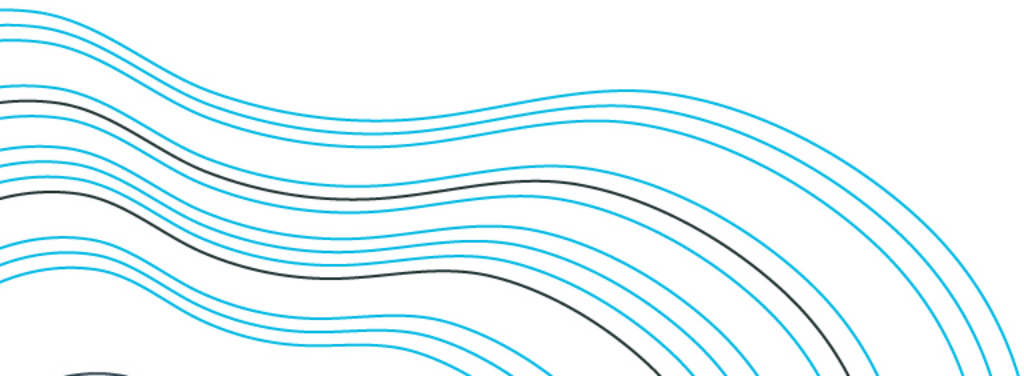
2010
CETL projects concluded – Blended learning embedded across UH

2014 Consultation begins regarding **Guided Learner Journey** and new VLE

2017
New L4 modules using **Guided Learner Journey** (Canvas & Talis)
BL champions and student technology mentors employed

2018
All modules using **Guided Learner Journey** (Canvas & Talis)

2021 Herts Learning – Blended Flexible pedagogy



Student Technology mentors: 2008 and 2017

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MAIN DUTIES AND RESPONSIBILITIES

- To assist staff with any aspects of technological expertise where they require assistance
- To work with member(s) of staff in relation to areas of expertise that mentors possess

Students are expected to assist staff on the following issues but do not have to be expert in all areas.

- Managing teaching materials within modules to support the Guided Learner Journey
- Developing audio/video/web based teaching resources
- Integrating reading materials
- Setting up collaborative learning activities (such as Wikis, or collaborative documents within Office 365)
- Setting up quizzes, tests and assignments
- Sourcing appropriate image/video files
- PowerPoint/Prezi creation
- Linking to social media tools such as Twitter
- Support for using Canvas Apps on mobile devices
- Support the use of other features within Canvas
- Setting up technologies for use in class (e.g. Padlet, Today'sMeet, Kahoot)

Partnership working at UH - peer learning

STUDENT INFORMATION POINT



Since the opening of the Life and Medical Sciences Student Information Point in November 2017 we have been keen to build on our existing student-staff partnership. We have included within our weekly schedule a 'take over day' dedicated to the student body, which has been championed by our fantastic School Community Officers since opening. It is our vision that the Student Information Point becomes a central point of contact for advice and support across the school. This partnership gives both staff and students the opportunity to have an impact in shaping how we develop this new resource. We are always keen to find out your thoughts so come and visit our fantastic team next time you are on campus.

Danny Buckley (d.buckley@herts.ac.uk)
Andrew Smith (a.smith34@herts.ac.uk)

School of
Life and Medical Sciences

SUPPORTING PEER-LEARNING IN COMPUTER SCIENCE: NEXT STEPS



Peer-Assisted Learning (PAL) and student proctoring are great examples of student-staff collaborative work in Computer Science. As part of this network, second and final year students work alongside academic staff to design and provide support to first year students.

Feedback from students and staff has been positive overall – indeed, some PAL leaders mentioned their involvement with PAL as one of the highlights of their time at UH. There is also evidence in module feedback questionnaires and reports from student representatives that first years value PAL.

That said, engagement from first years has been variable. One of the big questions for our student-staff partnership network is – what can we do to have greater engagement from our first year students?

Mariana Lilley (m.lilley@herts.ac.uk)

School of
Computer Science

STUDENT LEARNING ASSISTANTS: IT ALL ADDS UP



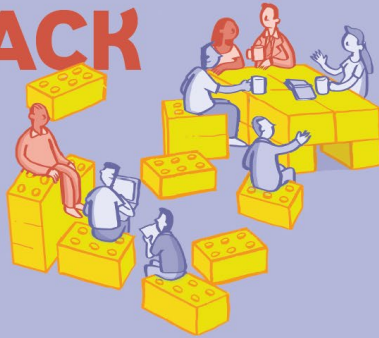
Final year students who had previously studied a mathematical module were recruited to work with staff as Student Learning Assistants (SLAs). They worked alongside the tutor to give additional support to new students on the module, providing peers an extra tutorial hour to practice and finish questions in a supportive environment. No extra tutor time was required but students benefitted from having both a tutor and an SLA available. Students felt better supported and assessment grades improved. SLAs gained valuable work experience and confidence in communicating with staff. Module tutors could spend more time with students who needed it. One challenge for the module leader was to be very organised in providing SLAs with timely tutorial information to ensure their confidence in the sessions.

Karen Robins (k.robins@herts.ac.uk)

Hertfordshire
Business School

Partnership working at UH - conversations

TALKING TOGETHER ABOUT FEEDBACK



The purpose of this project was to create a process for students and staff to work together on an enquiry to improve an aspect of learning and teaching. The enquiry question was 'How do students use written feedback from staff on their summative assignments?' 6 students and 3 members of staff from the Schools of Humanities, Law and Education worked together to design and carry out an enquiry. They designed the research approach, collected and analysed data and presented the findings. Resources to improve practice were developed by the team and subsequently team members presented at external conferences. Participant learning was about the focus topic, about understanding each other's experiences and perspectives, and about how to undertake similar projects.

Joy Jarvis: jj Jarvis@herts.ac.uk

School of
Education

SNAP, CRACKLE AND POP INTO OUR BREAKFAST CLUB!



The Photography Breakfast Club was started in 2014 as a space in which students and staff could meet to discuss any aspects of the Programme they chose, whether a part of the official curriculum or not. This year the Club will meet as usual on Wednesdays from 9-10am in the Café Gallery. The Club provides a friendly context in which students can discuss any aspects of the course they wish, talking directly to staff outside the teaching context. Staff are able to listen to any concerns or suggestions students have, as well as using the meetings to pass on information about how the Programme works. The aim is to provide a framework of collaboration and trust through which everyone can gain.

Rebecca Thomas: r.thomas@herts.ac.uk

School of
Creative Arts

OUTNUMBERING THE ACADEMICS



Cross year forums in the school of Life and Medical Sciences are an opportunity for students across all levels of study and their supporting academics to discuss issues, both positive and negative that affect students, in a relaxed environment. It is a chance for students to share their experiences and academics to hear the student voice. By outnumbering academics with students in smaller groups and changing the hierarchy of power, students gain the confidence to speak more openly and staff are able to interact more efficiently. The use of cross year forums grows a feeling of belonging and collegiality that leads to better communication and transparency. School community can thrive in this environment.

Simone Bothwell (sbothwell@me.com)

School of
Life and Medical Sciences

Partnership working at UH - projects

THE W.A.T.



The Physiotherapy team were sure the marking of assessments was timely but the students kept feeding back, through surveys, the feedback was late. Having never missed a 4 week turnaround the staff and students met to discuss what they meant by late. Even with information and resources regarding marking, the students were still unclear about why it takes 4 weeks and where their piece of work was in the marking process at any point in time. Between the Physiotherapy students and staff team the Wheel for Assignment Tracking (WAT) was developed. An interactive tool updated by the module lead which clearly demonstrates what is happening with the work at any point in time between submission and release of marks.

Jayne Bartholomew (j.e.bartholomew@herts.ac.uk)

School of
Health and Social Work

MEMORIES ARE FRAGILE, MEMORIES MATTER, HELP US COLLECT THEM!



For almost a decade, UH staff and student volunteers have been working alongside each other as a team to record memories...and make them available around the world online. Memories which otherwise might be lost forever. Among those we've interviewed have been aircraft manufacturers and refugees, football supporters and British migrants to Australia. Team members are trained to interview by UH research fellow and BBC broadcaster, Andrew Green. It takes no time to get up and running...then you can fly! Current projects include a collaboration with Waitrose and WorldStory, which is recording the stories of UH international students. Join us! It's a great way to learn skills that will last a lifetime and give endless satisfaction.

Andrew Green/Anne Murphy (uniherthsOH@yahoo.co.uk)

School of
Humanities

BUILDING TOGETHER BEYOND THE CURRICULUM



Students in the Schools of Education and Humanities have worked with staff to build their own co-curricular programme developing UH Graduate Attributes. Two courses have been piloted - Enhance your employability and Represent and lead. Staff and students co-constructed workshop activities which focused on students inquiring into their own professional practice and persona. The programme gives students a chance to live out their values and build on their strengths, working alongside their academic studies, to enhance their opportunities to achieve the UH Graduate Attributes. The pilot programme is being evaluated through an ongoing staff-student enquiry into student learning. Course leaders and students co-presented their work at the UH Learning and Teaching Conference in May.

Graca Martin (g.m.martins@herts.ac.uk)

Hertfordshire
Students Union

Partnership working at UH – the wider university

THE GREAT DEBATE



Partnership with staff is a way of being for HSU sabbatical officers who have daily meetings both formal and informal with professional and academic colleagues. They also collaborate on one-off events such as this year's Great Debate in the Law Court organised by the Vice President Education. A key highlight was creating an atmosphere where both students and staff were given equal opportunity to voice their opinions on mentoring and issues surrounding the BME attainment gap. The debate was a safe space where all were free to speak without apprehension. This event showed that both parties appreciated the chance not only to voice their opinions but to listen and understand other perspectives

Sarah Kwedi (s.j.kwedi@herts.ac.uk)

Hertfordshire
Students Union

CELEBRATING DIVERSITY



A Festival of Diversity to celebrate all of the different cultures that make up the Hertfordshire Law School was organised jointly by staff and students. The evening included a student parade of national costumes, student dance performances, a cultural quiz plus music and food from various countries represented within the School. Alongside this celebration, the event also sought to raise awareness of successful BME people, including alumni of the School, and aimed to raise the confidence and aspirations of our BME students. This included an inspirational talk by alumna Dr. Grace Ononiwu OBE who is the Chief Crown Prosecutor for the West Midlands. She spoke of the challenges she had overcome to get to where she is today.

Neal Geach (n.geach@herts.ac.uk)
Ernestine Ghayoh-Ndzi (e.ghayoh-ndzi@herts.ac.uk)

School of
Law

#ALWAYS LEARNING

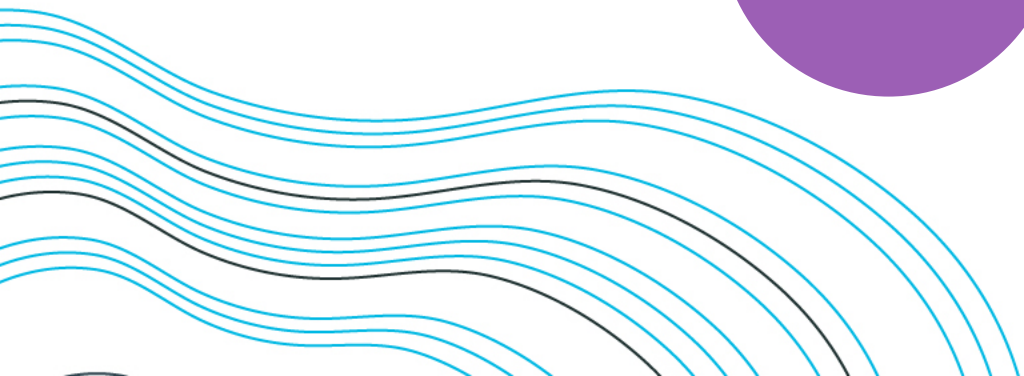
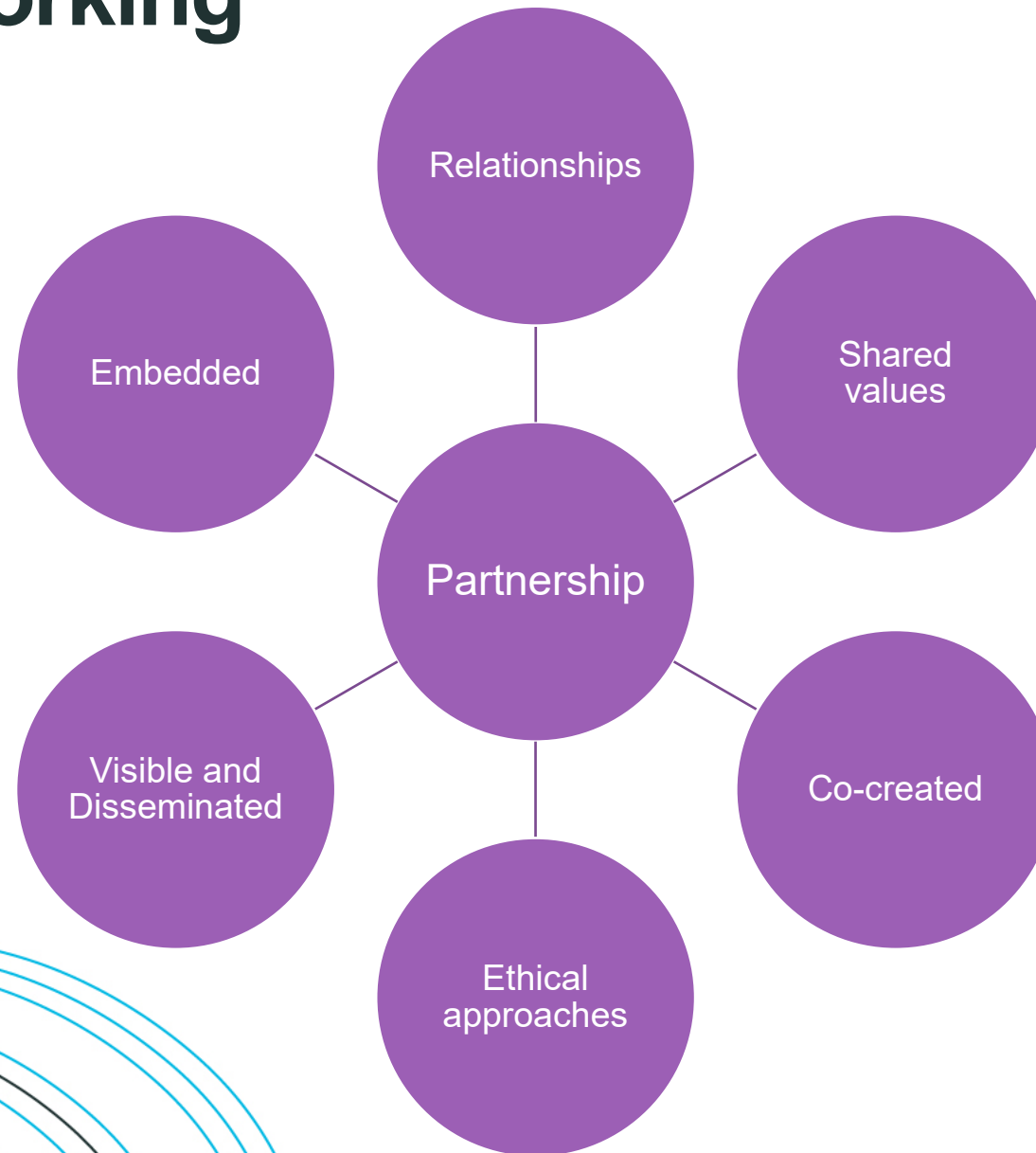


To recognise the teaching expertise of our staff we award Higher Education Academy (HEA) Fellowships through our CPD Framework. Assessment are considered are considered not only by academic staff from the Learning and Teaching Innovation Centre and the Centre for Academic Quality Assurance, but also by a recent student of our PGCert in Learning and Teaching in Higher Education. Being a current or recent PGCert participant, and successful recipient of Associate Fellowship or Fellowship of the HEA, they are ideally placed to assess applications and identify if submissions meet the HEA defined criteria. Our panel members offer excellent insights from their own experiences of being assessed as a student and ensure a partnership approach to the Framework.

Helen Barefoot: h.barefoot@herts.ac.uk

Learning and Teaching
Innovation Centre

Partnership working



Embedded partnership working within our Learning and Teaching Innovation Centre



Technology Mentors



Black, Asian and Minority Ethnic Student Advocates



Widening Access and Student Success Ambassadors

INCLUSIVE ASSESSMENT ATTRIBUTES DEVELOPED BY COLLABORATIVE ENHANCEMENT PROJECT TEAM

Date: 28th July 2022

Today we have published a set of inclusive assessment attributes which were developed as part of a Collaborative Enhancement Project, led by Teesside University.

Each of the project partners identified undergraduate programmes that had closed either attainment gaps and/or continuation gaps across a range of different student demographic groups during the Coronavirus pandemic. The leaders of these programmes were interviewed about any changes that they had made to their programme. Students in their final year of study on these programmes were invited to participate in focus groups or interviews exploring their experiences of assessment and any barriers they experienced in the assessment process.

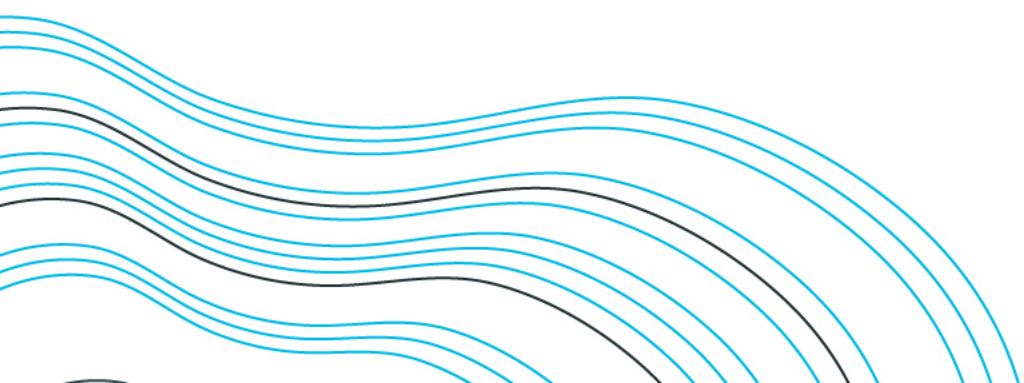
Thematic analysis of the transcripts of the interviews and focus groups was carried out, leading to the identification of 9 inclusive attributes that were common across the programmes identified in the eight institutions. There are grounds, therefore, to believe that these attributes are likely to apply to provision across the UK Higher Education (HE) sector.

- **Leaders:** A leader provides oversight of practice, ensuring there are sufficient resources and effective systems in place to deliver inclusive assessment.
- **Academics:** An academic undertakes the work of assessing, and/or of providing the learning support for assessing students inclusively.
- **Students:** A student engages with the learning support and assessment on a course and experiences barriers and enablers to their assessment.

Student Researchers



Herts Learning Curriculum Consultants



Keynote Speaker:
Tamara Reid
Inclusive Curriculum Consultant Programme Lead
Kingston University

