

COP2.5

Workshop: Students as Partners



TRƯỜNG ĐẠI HỌC KINH TẾ QUỐC DÂN
NATIONAL ECONOMICS UNIVERSITY
KẾT NỐI TRI THỨC - VỮNG BƯỚC TƯƠNG LAI



Cardiff
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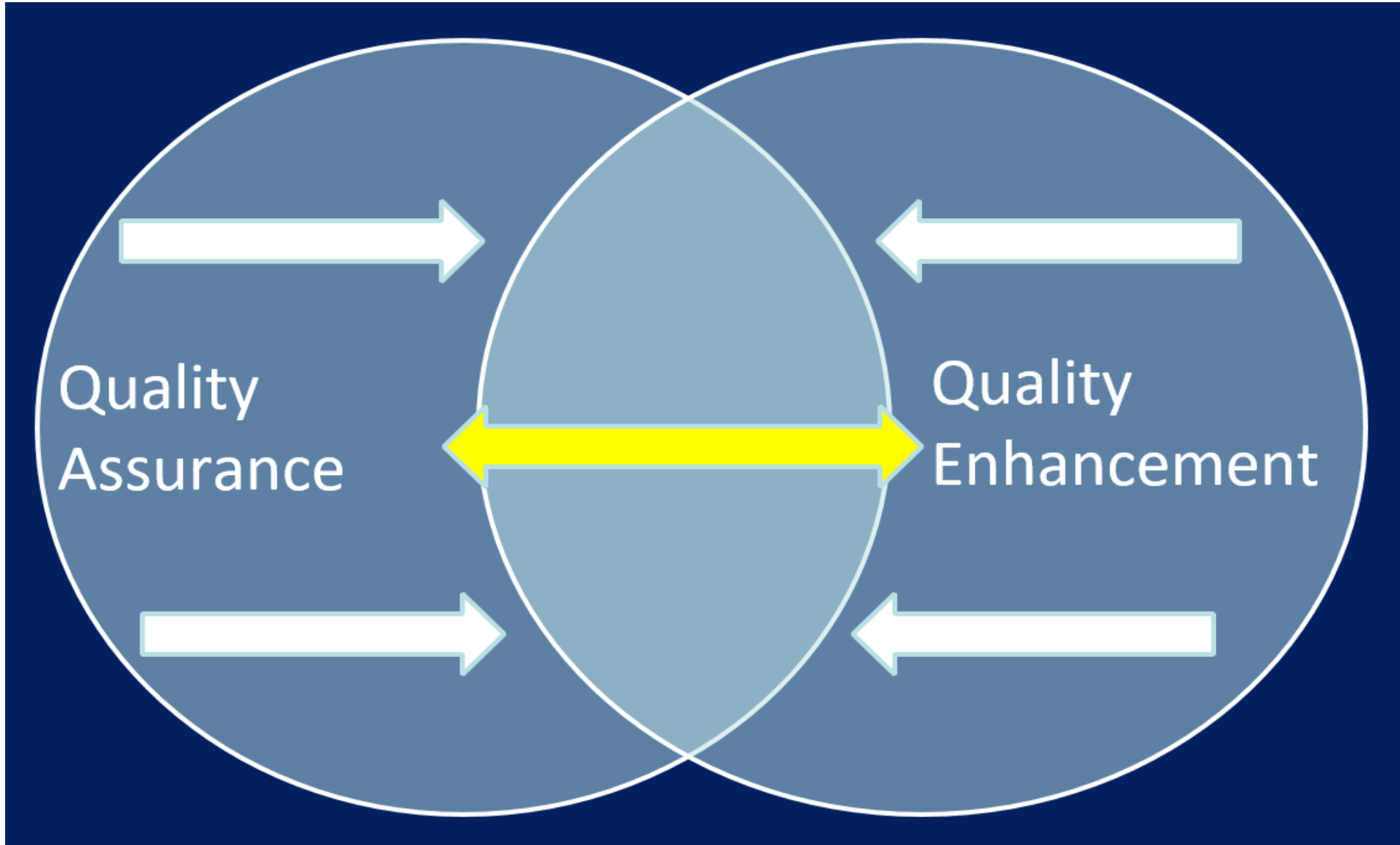


Aims of Session

- Understand the concept of students as partners
- Identify the benefits of adopting a student as partners approach
- Consider examples of how the learning and teaching environment can be enriched through developing a students as partners approach
- Introduce a philosophy of continuous improvement



Quality Assurance / Enhancement



Students as Partners



Integral to UK approach to Higher Education

QAA Requirement that institutions are 'proactive in attempting to capture the educational experience of all students and that they establish arrangements with the student body which help to achieve a faithful and effective representation'



Students as Partners

Identify some examples where your university embraces the concept – students as partners?

(From Institution / Academic/ Student Perspectives)



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Examples at Cardiff Metropolitan University

- Close relationship between the University and the Student Union (SU)
- Annual Partnership Event and SU Student Rep training
- Student representation at Boards and Committees
- Operation of SU and SU annual report
- SU input into the Strategic Corporate Plan
- Panellists
- NSS and Student Surveys
- Have Your Say/You Said We Did
- Student Facing – private meeting students with link tutors
- Appeals and complaints
- Student-Led Teaching Fellowships



Roles: students

Examples:

Seeking evidence of feedback from students on their views and testing level of student involvement:

Module Evaluation

Student Representative Systems/Student Unions

Committee and approval and review event representation

Meetings with University Staff

Curriculum design and reviews

Surveys



Students as Partners

Why is it important to think about students as partners - what are the benefits?



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Examples of Benefits

The benefits of working in partnership with students:

1. Students feeling valued
2. Students having a sense of ownership over their education
3. Development in students of new skills and competencies
4. Staff able to hear the student voice and identify new solutions that better meet the needs of learners
5. Increased student satisfaction
6. Improved learner engagement and achievement



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Constructive Alignment Intro

Constructive alignment has played an important role in how UK higher education programmes are designed

The premise behind constructive alignment is that learning and teaching activities relate directly to the intended learning outcomes and the assessment tasks – Biggs and Tang, 2011

There are a number of external influences that include: subject benchmark statements; frameworks for HE qualifications; professional statutory regulatory bodies; institutional drivers



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Constructive Alignment

It starts with the notion that the learner constructs his / her own learning through relevant learning activities

The role of the teacher / lecturer is to create a learning environment that supports the learning activities appropriate to achieving the desired / intended learning outcomes

By aligning the learning outcomes, learning activities and assessment, 'the learner finds it difficult to escape without learning appropriately.'



Constructive Alignment

Constructive refers to how students construct meaning – and this must be achieved by the learner

Alignment refers to what the teacher does in setting up the components opposite

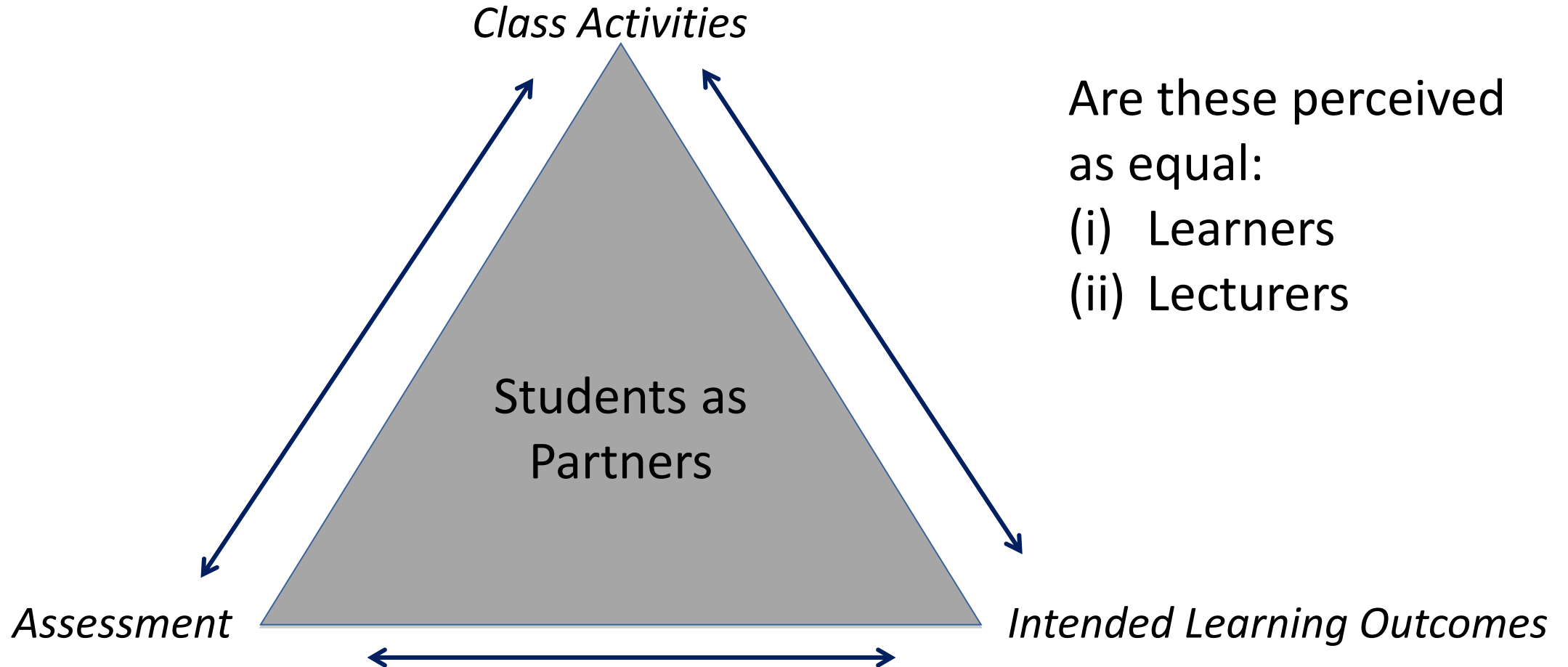
1. Defining the Intended Learning Outcomes (ILOs)
2. Choosing activities that will lead to the ILOs
3. Assessing students actual learning
4. Arriving at a final grade



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Constructive Alignment



See: Adapted from Biggs



Students as Partners

In helping students become active learners, how can we develop more innovative learning and teaching practices?



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Developing Constructive Alignment



- Key requirements
 1. Practice
 2. Practise
 3. Variation



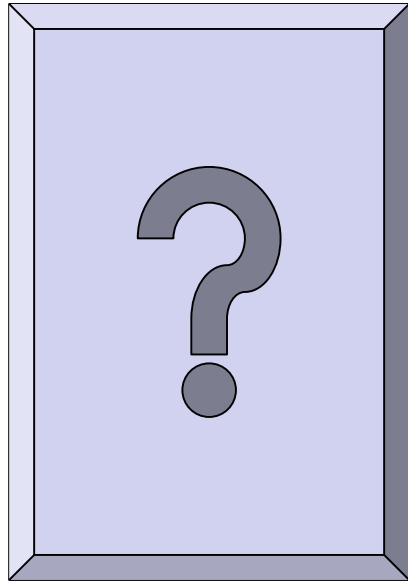
Surface or Deep Learning

Surface learning – associated with acceptance, memorisation, and surface retention of information

Deep learning – associated with understanding, connecting concepts and critical analysis



Terminology



Can you define the following:

Knowledge

Application

Evaluation

Comprehension

Synthesis

Analysis

Can you rank them in order of importance?



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Defining Terminology

Term

Knowledge: evidence, the source material

Application

Consider written material, numerical data etc

Application: of the evidence of your understanding

Consider processing content of existing knowledge

Evaluation: judgement of others' work arguments

Consider strengths, weaknesses, drawing out a position

Comprehension: understanding and contextualising your evidence

Consider looking for patterns, messages

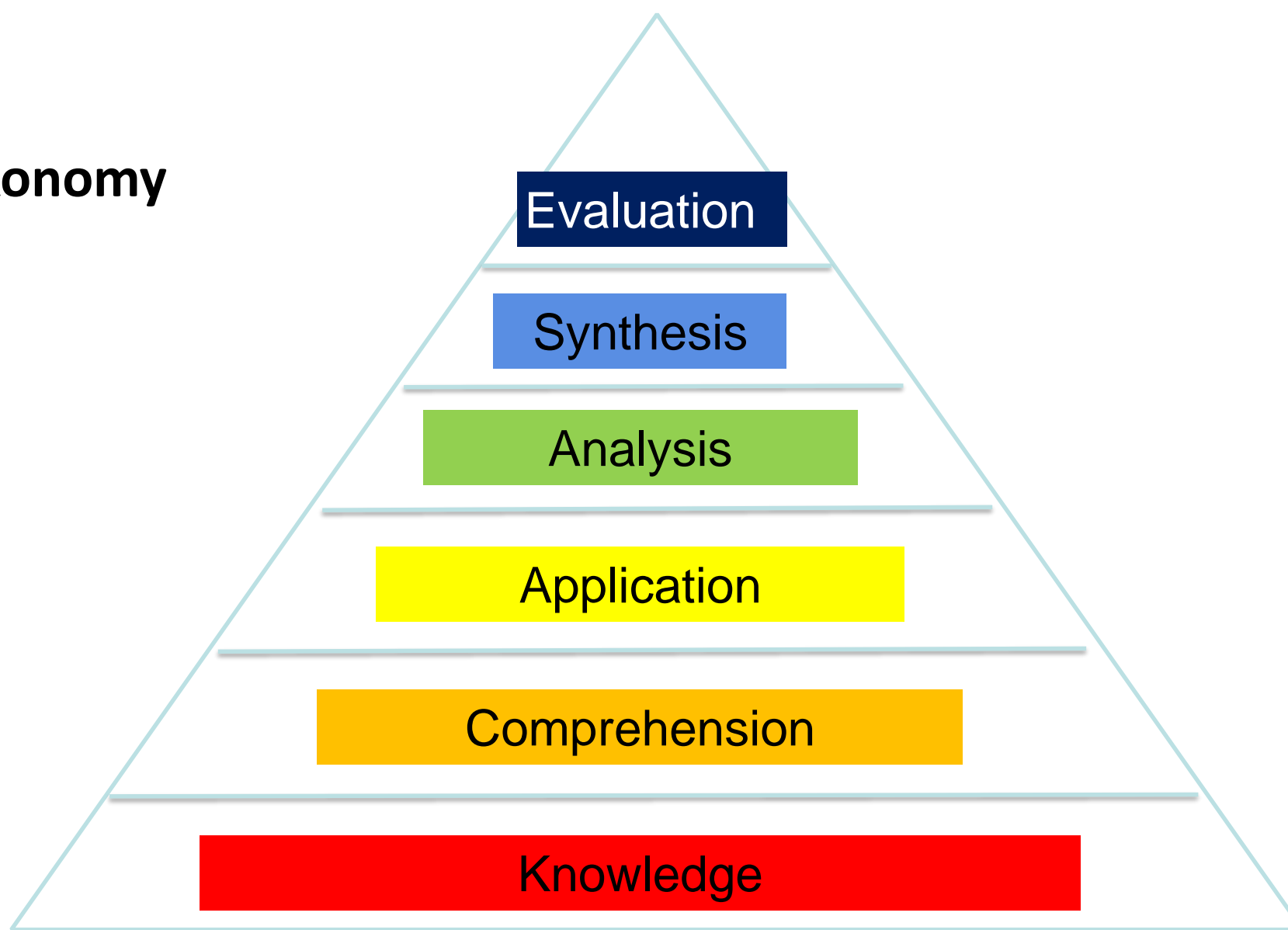
Synthesis: formulation of your own ideas based on others' work

Consider conclusions, theories

Analysis: evidence of data, others' evidence

Consider component parts, comparisons and contrasts

Known as Bloom's Taxonomy



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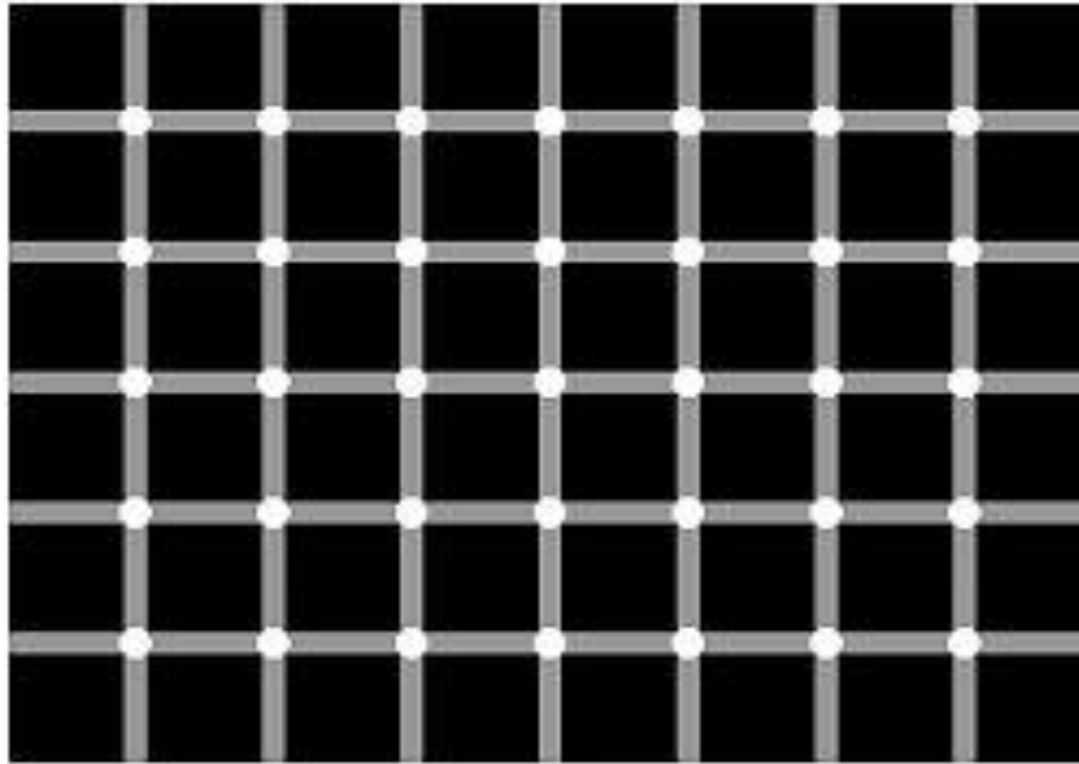


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Count the black dots!



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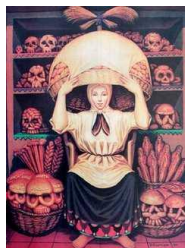


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Students as Active Learners



- What do we know about our students?
- What don't we know?

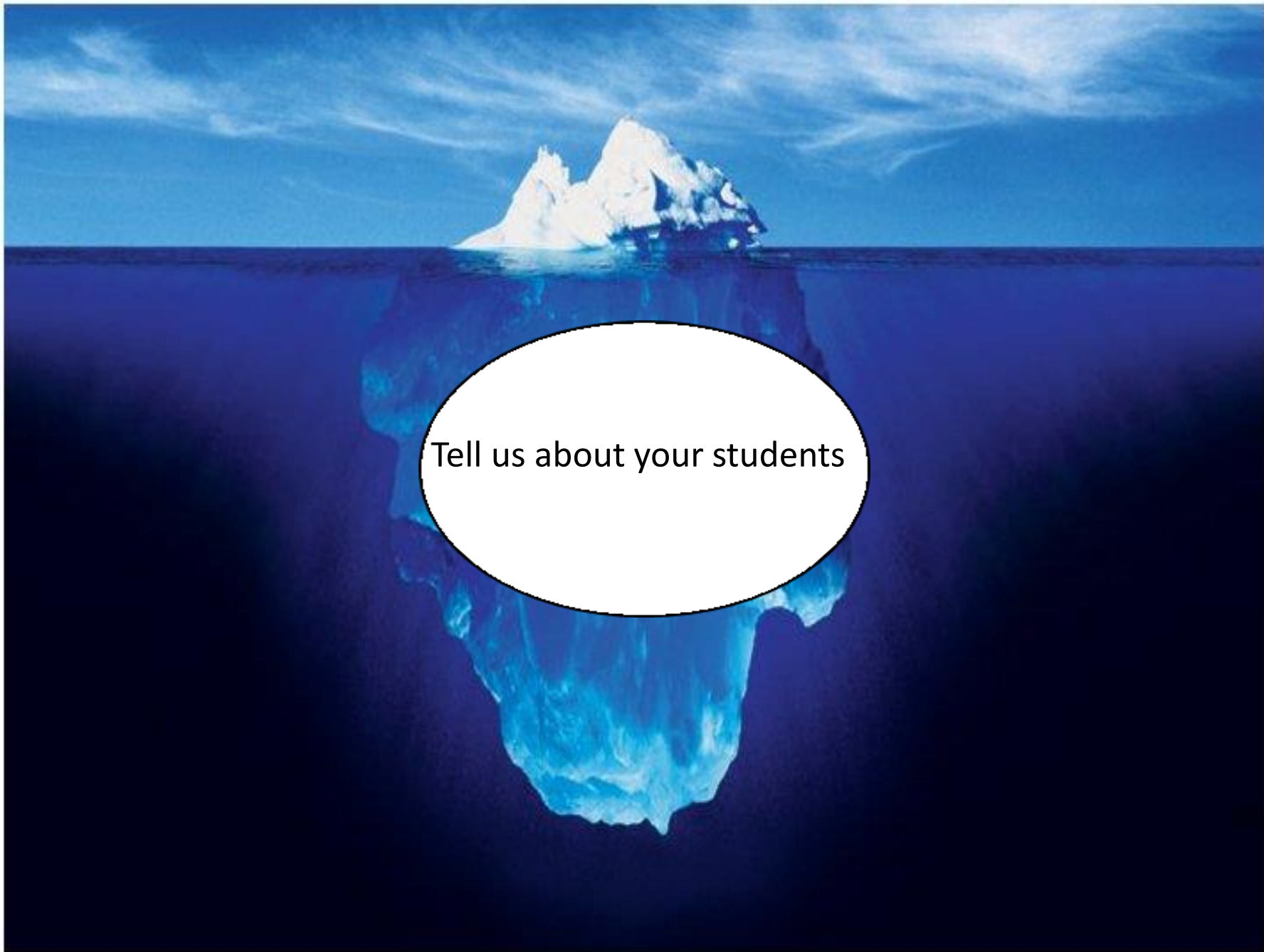


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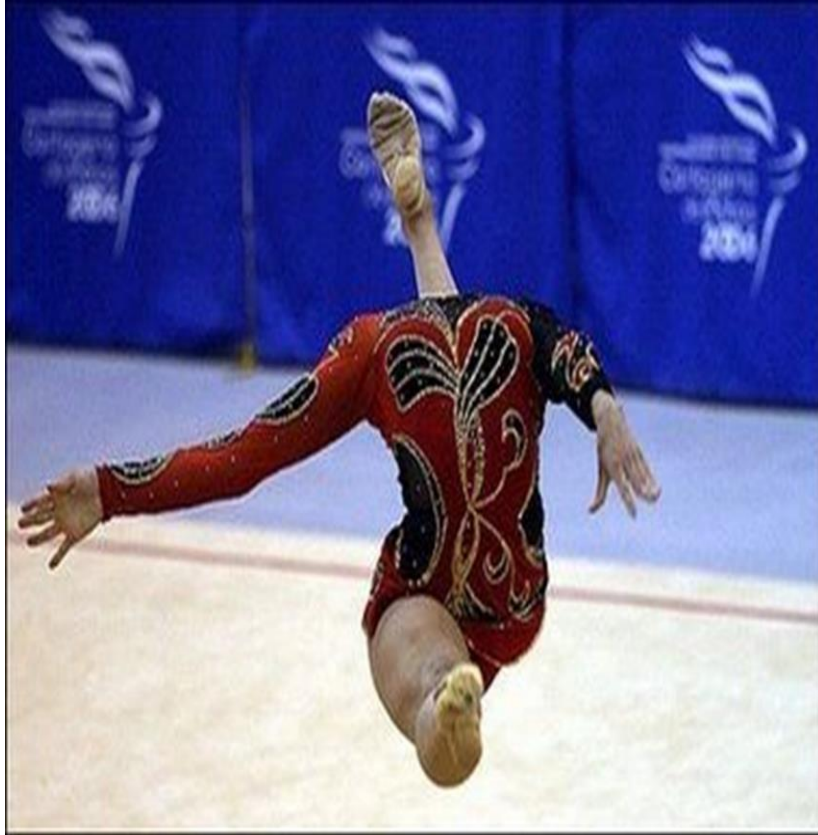
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Tell us about your students

Releasing the Potential



- What is the Learning & Teaching environment? Describe it...
- And how can the Learning & Teaching environment be enhanced for students to achieve their potential?



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Developing Student Centred Learning and Teaching

Students determining their own learning

Students centred

Students seek to self-regulate

Feedback to enable self-regulation

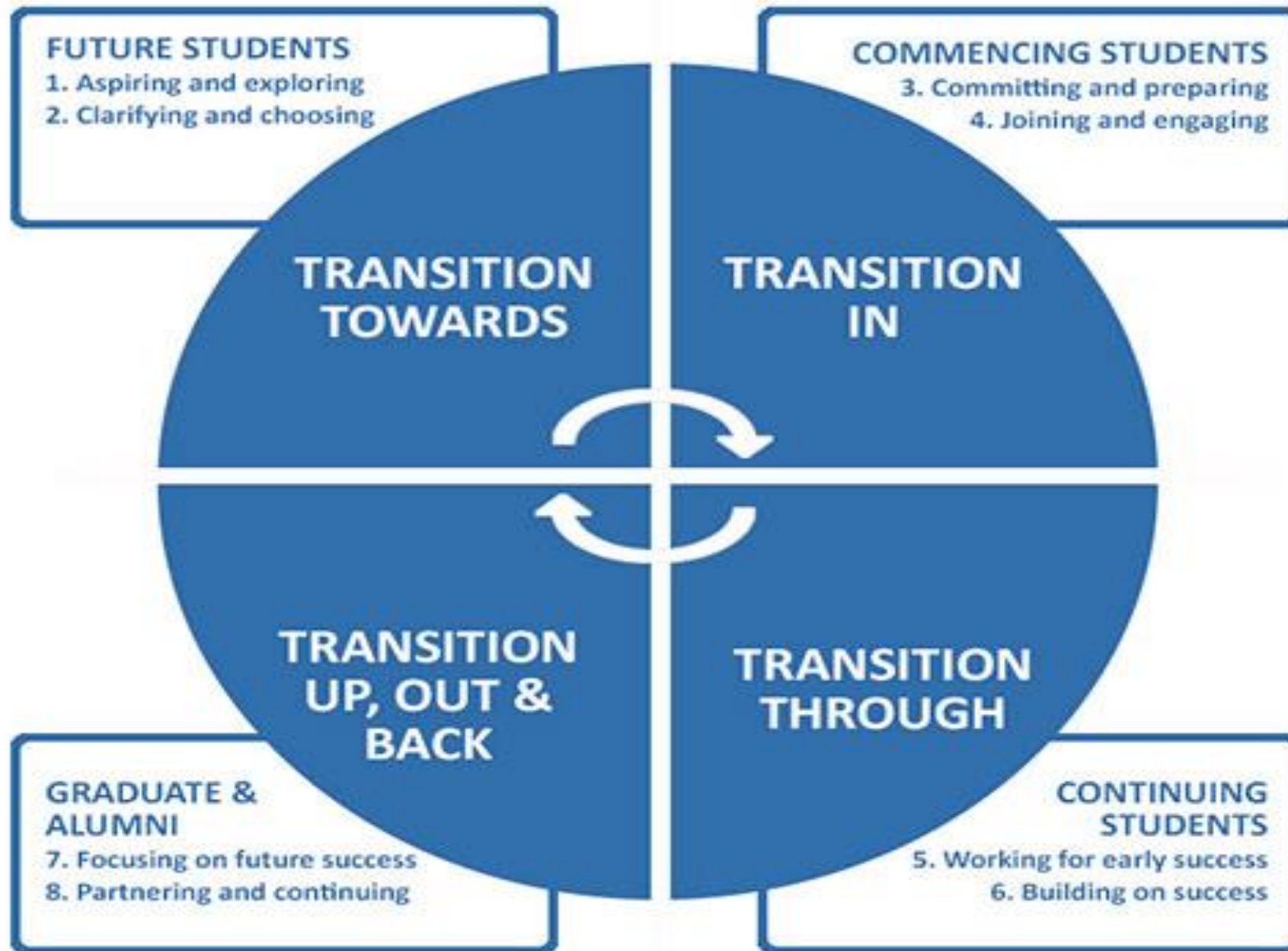
Sense-making



Student Lifecycle Model

(Lizzio, 2011)







Summary of
Workshop