To involve and work with students in partnership

To establish an annual conference drawing together leading edge work on SE - and to feed into publication through journals and books. To create a bank of useful resources for us to share.

To disseminate good ideas and practice via our journal and other methods – Student Engagement in Higher Education Journal

Develop and support themes and interests through SIGS

To facilitate communication between us (web, email network etc)

http://www.raise-network.com
The nature of student engagement

Holistic and socially constructed

- Every student is an individual and different \((\text{Haggis, 2004})\)

- Engagement is a concept which encompasses the perceptions, expectations and experience of being a student and the construction of being a student in HE \((\text{Bryson and Hand, 2007})\).

- Engagement underpins learning and is the glue that binds it together – both located in being and becoming. \((\text{Fromm, 1977})\)

- Powerful and deep learning requires strong engagement

- Salience of transformative learning

- Becoming – self-authorship \((\text{Baxter Magolda})\), self efficacy \((\text{Tinto})\), critical being \((\text{Barnett})\), graduate identity \((\text{Holmes})\)
The critique of student engagement

That is too vague and essentially meaningless

‘Doing’ student engagement

Arguments that student engagement has been appropriated by neo-liberalism – the changing context of higher education
Engaging education

So how do we do offer authentic engagement?

How do we ensure we are inclusive?

Appreciating the nature of engagement

Recognising that our environment is not always conducive

Taking a strategic and active approach

PARTNERSHIP
Origins of partnership

- At least a century old idea
- Roots in critical and radical pedagogy
- Counters neo-liberalism and the model of students as consumer
- A Manifesto for Partnership, NUS, 2012
- McCulloch, 2009 – co-production
- Neary – student as producer
The virtues of partnership

Epitomises positive values in society

- Ethical
- Democratic

- Enables Higher Education to make a more profound contribution to society

- Education should be exemplary but also dynamic, be progressive and ‘public’

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Education must begin with the solution of the teacher-student contradiction, by reconciling the poles of the contradiction so that both are simultaneously teachers and students.

(Paulo Freire)
We define student-faculty partnership as a collaborative, reciprocal process through which all participants have the opportunity to contribute equally, though not necessarily in the same ways, to curriculum or pedagogical conceptualisation, decision making, implementation, investigation or analysis.
Principles of respect, reciprocity and responsibility (*Cook Sather et al*, 2014)

The participant must perceive (*Bryson, Furlonger and Rinaldo*, 2015):

- That their participation and contribution is valued and valuable;
- A sense of co-ownership, inclusion, and equalising of power relations between students and staff;
- A sense of democracy, with an emphasis on participative democracy;
- Membership of a community related to learning and educational context

And this needs to be realised in practice – a virtuous circle
Benefits of partnership

(Cook-Sather, Bovill and Felten, 2014)

Enhances (for both students AND staff)

- Engagement (motivation, in the learning process itself, sense of responsibility, recognition)
- Metacognitive awareness and identity
- Actual L&T and classroom experiences

See also Mercer-Mapstone et al (2017) a meta-analysis of 65 studies
Putting this into practice – in Combined

101 extra-curricular approaches

- Student-Staff Committee (SSC)
- Mentoring/Senior mentoring
- Peer Assisted Study Support (PASS)
- Peer Ambassador for Welfare (PAW)
- Internships
- Open Days
- Combined Honours Society (CHS) including CHallenge
Why get involved?

My partnership journey:

1st YEAR
- Nothing

2nd YEAR
- Peer Mentor
- Open Days

3rd YEAR
- Student-Staff Committee
- Working Group
- Politics Course Rep
- Open Days
- Final Year Project

➢ Personal Growth

➢ Combined Honours Community building
Partnership in the curriculum

- Student as consultant
- Scholarship
- Co-creation (3 modes)
  - Experienced students reviewing or designing
  - ‘Live’ design- co-running the module as they do it
  - Designing the module together then doing it
- Curriculum strategy – co-governance
- Pedagogies of partnership
What we do

- Graduate Development module
  - 20 credits in second/final year
  - based on a role in CH
  - portfolio, project and professional review

- Project modules in final year
  - 20 credits or 40 credits
  - can be based on one or several subject areas (or none!)
  - weightings and mark scheme decided between staff and students

- New project module in second year
Challenges and barriers

- Getting started! (too busy, gatekeepers, confidence etc)
- Resources?
- Getting staff colleagues on board...
- Will (all) the students take part?
- Will students be too radical? Can I say no?
- Vulnerability and risk to students and staff
  
  *(Teaching and Learning Together in HE, 2018)*
Risks and issues

- Power gaps – reflect on assumptions and how we behave
- Keeping it fresh, exciting and radical
- Coping with feedback in a performative world
- Lack of predictability (and limits)
- Inclusivity: selective vs universal (Bryson et al, 2018 inter alia)
- Reward – wrong incentive (transactional) vs no incentive (exploitative)
- Consent, apathy and opposition
Feedback (in Lea, 2015:170)

I can honestly say, one of the most stressful, confusing and alienating experiences I have ever undertaken. But by far the most rewarding...

I understood more and grew far more than at any other point in my university career, and it completely opened up my other courses as I started to look at them from a far broader standpoint and see the possibilities each held

Sam Louis

CITY JULY19
Partnership is not easy!

• Notion of threshold concepts and liminal spaces (Land et al, 2014)
• From safe spaces to brave spaces (Arao and Clemens, 2013)
• Considerable investment of energy and time
• And critical reflection too

➢ But partnership is a journey where we need to accept that we might never reach the destination – but still worthwhile

➢ It’s been the most wonderful working and personal experience!
References


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