KEYNOTE SPEAKER

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ENGAGED LEARNING AND TEACHING THROUGH STUDENT PARTNERSHIP
Engaged Learning and Teaching through Student Partnership

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“Opportunities for students to engage in partnership should be available for all students in all higher education institutions”

MELT your Mind 1
Brief biography

- HE Consultant and Researcher; Emeritus Professor University of Gloucestershire (UoG), UK; The Humboldt Distinguished Scholar in Research-Based Learning McMaster University, Canada; International Teaching Fellow, University College Cork, Ireland
- National Teaching Fellow; Principal Fellow HE Academy; SEDA@20 Legacy Award for Disciplinary Development; International Society for Scholarship of Teaching and Learning (ISSoTL) Distinguished Service Award
- Economic geographer and previously Director Centre for Active Learning UoG
- Advisor to Australian Learning and Teaching Council / Office of Learning and Teaching Projects / Fellowships on the ‘Teaching-research nexus’ (2006-08), ‘Undergraduate research’ (2009-10); ‘Teaching research’ (2011-13 ); and ‘Capstone curriculum across disciplines’ (2013-15); Students as Partners (2015-16)
- Advisor to League of European Research Universities (2009)
- Advisor to EU Bologna and HE Reform Experts on research-based education (2012)
- Research interests: linking research and teaching; scholarship of teaching; active learning; developing an inclusive curriculum; students as change agents and as partners
Students as partners: Structure

Keynote
1. The nature of students as partners
2. Conceptual frameworks
3. Case studies: Students as partners
4. Action planning
Students as partners

In pairs you each have ONE minute to tell the other of an example you are either familiar with or would like to see of:

Engaged Learning and Teaching through Student Partnership
Students 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. The concept of ‘listening to the student voice’ – implicitly if not deliberately – supports the perspective of student as ‘consumer’, whereas ‘students as change agents’ explicitly supports a view of the student as ‘active collaborator’ and ‘co-producer’, with the potential for transformation.” (Dunne in Dunne and Zandstra, 2011, 4).
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)
Ladder of student participation in curriculum design

- **Dictated curriculum – no interaction**
  - Participation claimed, tutor in control
  - Tutors control decision-making

- **Limited choice from prescribed choices**
  - Students have some choice and influence
  - Tutors control decision-making informed by student feedback

- **Wide choice from prescribed choices**
  - Students control decision-making and have substantial influence

- **Students control of prescribed areas**
  - Students control decision-making and have substantial influence

- **Student control of some areas of choice**
  - Students have some choice and influence

- **Partnership - a negotiated curriculum**
  - Students in control

- **Students in control**

*Source: Bovill and Bulley (2011), adapted from Arnstein (1969)*
Students as partners in learning and teaching in higher education

Source: Based on Healey, Flint and Harrington (2014, 25)
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In pairs each skim read a different case study (pp.4-10).

- Learning, teaching and assessment  p.5
- Subject-based research and inquiry  p.6
- Scholarship of teaching and learning (SoTL)  p.8
- Curriculum design and pedagogic consultancy  p.10
- Integrated approaches  p.11

Discuss whether any of the ideas may be amended for application in your context.
Engaged learning and teaching through student partnership

‘... 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).
Our argument: a ‘research active curriculum’

“All undergraduate students in all higher education institutions should experience learning through, and about, research and inquiry. … We argue, as does much recent US experience, that such curricular experience should and can be mainstreamed for all or many students through a research-active curriculum. We argue that this can be achieved through structured interventions at course team, departmental, institutional and national levels” (Healey and Jenkins, 2009, 3).
Engaging students in research and inquiry

“For the students who are the professionals of the future, developing the ability to investigate problems, make judgments on the basis of sound evidence, take decisions on a rational basis, and understand what they are doing and why, is vital. Research and inquiry is not just for those who choose to pursue an academic career. It is central to professional life in the twenty-first century.”

Brew (2007, 7)
STUDENTS ARE PARTICIPANTS

EMPHASIS ON RESEARCH CONTENT

Research-tutored

- Engaging in research discussions
- Learning about current research in the discipline
- Research-led

EMPHASIS ON RESEARCH PROCESSES AND PROBLEMS

Research-based

- Undertaking research and inquiry
- Developing research and inquiry skills and techniques
- Research-oriented

STUDENTS FREQUENTLY ARE AN AUDIENCE

Curriculum design and the research-teaching nexus

(based on Healey, 2005, 70)
Engaging students in research and SoTL

In a different pair each skim read one or two different mini-case studies of engaging students in:

- Subject-based research and inquiry  p.14
- Scholarship of teaching and learning (SoTL)  p.19

Discuss whether any of the ideas may be amended for application in your context

6 minutes
Engagement through partnership (p.1)

**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.

Source: HEA (2015)
Students as partners

In pairs think of an example you are familiar with or one of the case studies you looked at earlier of students as partners in learning and teaching in HE and discuss how far the principles we identified apply.
Engagement through partnership: students as partners in learning and teaching in higher education

Mick Healey, Abbi Flint and Kathy Harrington

July 2014
Engaged learning and teaching through student partnership

In threes and fours one of you should identify a way in which you propose to engage the students in your programme or institution as partners and the others should act as critical friends.
International Journal for Students as Partners (IJSaP)

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/ijsa
3rd McMaster International SaP Institute: 11-14 June 2018

Where possible pairs of staff and students are invited to participate in either one or two consecutive two-day workshops.

Alternatively teams of 4-6 faculty and students (at least two of each) from an institution(s) can apply to join a 3.5 day ‘Change Institute’

Facilitated by an international team of experienced staff and students from Australia, Canada, UK and US

https://macblog.mcmaster.ca/summer-institute/
Students as partners: 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)
Students as Partners: Conclusions

• Getting students to produce knowledge rather than just consume knowledge is a way to re-link teaching and research

• The challenge is to mainstream undergraduate research so that all students may potentially benefit e.g. i-MELT

• Adopting a broader definition of undergraduate research than is currently common is a way forward (Boyer et al.), which should benefit the learning of students in institutions with a range of different missions – Table 3 p.4
Students as partners: 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)

There is a need to do more thinking ‘outside the box’
Feel the heat of a fire at your feet
Rising up, up one smoke ring at a time
In this life, we all get left behind
Someday it's gonna work out fine

Take it from me, don't let it melt your mind
Don't let it melt your mind
Don't let it melt your mind
Don't let it

https://youtu.be/F9yF1ZK3ORQ
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An invitation to participate and send us a case study

THE END
I-MELT
11-13 Dec, 2017
National Wine Centre
Adelaide