Jensen, Kathrine

Blurring Staff and Student Identities: the impact of learning partnerships

Original Citation


This version is available at http://eprints.hud.ac.uk/20094/

The University Repository is a digital collection of the research output of the University, available on Open Access. Copyright and Moral Rights for the items on this site are retained by the individual author and/or other copyright owners. Users may access full items free of charge; copies of full text items generally can be reproduced, displayed or performed and given to third parties in any format or medium for personal research or study, educational or not-for-profit purposes without prior permission or charge, provided:

- The authors, title and full bibliographic details is credited in any copy;
- A hyperlink and/or URL is included for the original metadata page; and
- The content is not changed in any way.

For more information, including our policy and submission procedure, please contact the Repository Team at: E.mailbox@hud.ac.uk.

http://eprints.hud.ac.uk/
Blurring Staff and Student Identities: the impact of learning partnerships

Kathrine Jensen
ALDinHE Conference, University of Huddersfield
14-16th April 2014
"We see things not as they are but as we are."

Anais Nin
Student training

Developing confidence in:

• their role
• their position as experienced learners
• giving feedback/opening dialogue

“...students have unique perspectives and are experts on the experience of learning in higher education...” (Crawford 2012)
“I now know that there is the potential out there for learning to be so much more than it is now. Some lecturers get it but I think more can be done to change the learning experience. But I also realise that students still need to be willing or no changes will make a difference.” (Student consultant)
“I thought it was amazing. We looked at what students wanted from feedback as opposed to what I want them to learn.” (Academic staff member)
Benefits reported by Students
• Confidence in giving feedback
• Ability to communicate effectively
• Seeing teaching methods more clearly

Consultation process
Academic staff contacts project coordinator (PC) with request
Project coordinator contacts student consultant (SC) with task
SC contacts academic to set up meeting
SC and academic staff meet to discuss and negotiate task
SC carries out task
SC arranges feedback discussion meeting with lecturer

“Working with the student consultants was a real delight; they were professional and polite throughout. They also provided some really useful feedback in a very objective and non-judgemental way; nowhere near as scary as one might first imagine!”
(Academic staff member I)

Benefits reported by Staff
• Feedback gave useful insights
• Feedback offered reassurance about approaches
• ‘Impartial’ perspective was valuable

“I thought it was amazing. We looked at what students wanted from feedback as opposed to what I want them to learn”
(Academic staff member H)

“I have certainly gained more skills and experience in the way I think and give critique. This has helped me in my everyday studies giving me more confidence in my own feedback.”
(Student consultant H)

“I now know that there is the potential out there for learning to be so much more than it is now. Some lecturers get it but I think more can be done to change the learning experience. But I also realise that students still need to be willing or no changes will make a difference.”
(Student consultant)
1. Enable staff and students to take up different roles to develop perspectives on teaching and learning

2. Promote conversations about teaching and learning

3. Develop spaces where this can take place
More information

Project blog posts tagged with #HEASTLC at http://theinstituteblog.co.uk

Contact:
k.jensen@hud.ac.uk
Twitter: @kshjensen