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Original Citation

Jensen, Kathrine, Kendrick, Julia and Swinburn, Sunnie (2014) Blurring Staff and Student Identities: the impact of learning partnerships. In: ALDinHE 2014: Learning Development Spaces and Places, 14th – 16th April 2014, University of Huddersfield, Huddersfield, United Kingdom.

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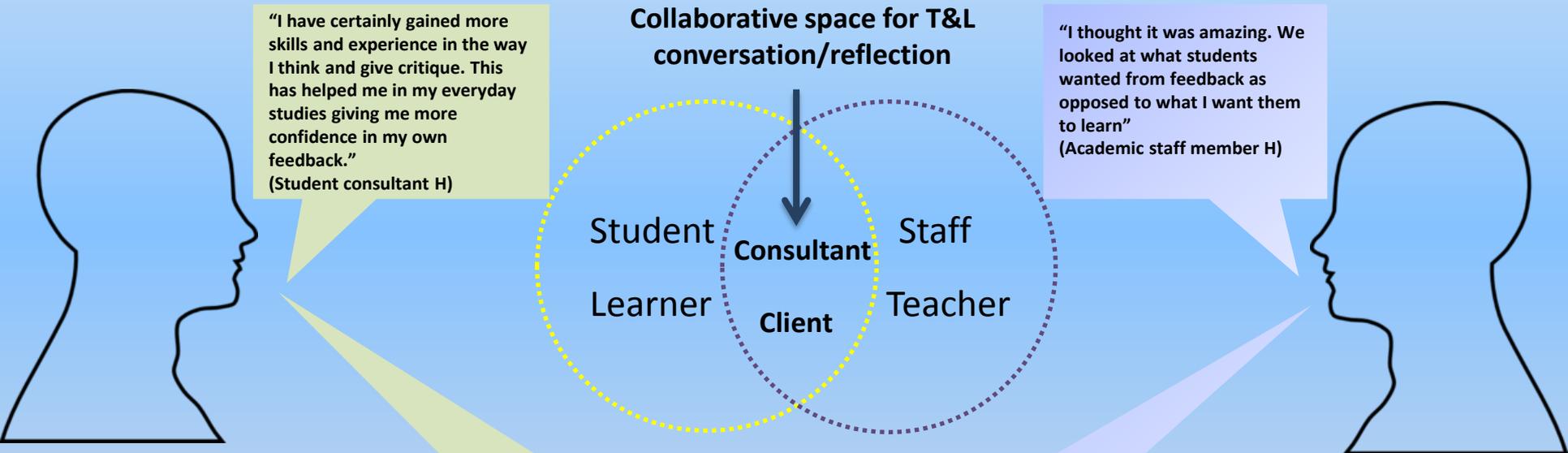
Blurring Staff and Student Identities: the impact of learning partnerships

Kathrine Jensen, Julia Kendrick, Sunnie Swinburn



Aims:

- To provide meaningful engagement of students in improving teaching and learning experience
- To create opportunities for student and staff to engage in reflection and dialogue around teaching and learning
- To offer objective student feedback to lecturers



Benefits reported by Students

- Confidence in giving feedback
- Ability to communicate effectively
- Seeing teaching methods more clearly

"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)

"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 teaching approaches
- 'Impartial' perspective was valuable

Consultation process

