**Students as Teaching and Learning Consultants**

**Project aims**

* to promote authentic student engagement in the enhancement of teaching and learning and explore the nature and construct of inspirational teaching
* to create opportunities for student and staff to engage in reflection and dialogue around teaching and learning approaches
* offer academic staff a qualified student perspective (at points of need) that goes beyond the typical end of module evaluation response or NSS survey

**How**

* Adopt a partnership approach
* Recruit and train students to be Teaching and Learning Consultants
* Match up students and staff to ensure they come from different academic schools

**Consultation process**

**More information:**

* Project webpage: http://bit.ly/Zgc2WB
* Blogposts tagged with HEASTLC: <http://bit.ly/13l205S>
* Twitter: @kshjensen, email k.jensen@hud.ac.uk

**Further reading**

Bovill, C., Cook-Sather, A. & Felten, P (2011) ‘Students as co-creators of teaching approaches, course design and curricula: implications for academic developers’, *International Journal for Academic Development*

Bryson, C. (2011) ‘Clarifying the concept of student engagement: A fruitful approach to underpin policy and practice’. Paper presented at the HEA conference, Nottingham University, 5-6th July, 2011.

Cook‐Sather, A. (2008) ‘What you get is looking in a mirror, only better’: inviting students to reflect (on) college teaching, *Reflective Practice: International and Multidisciplinary Perspectives*, 9:4, 473-483. <http://dx.doi.org/10.1080/14623940802431465>

Cook-Sather, A. & Alter, Z. (2011), ‘[What Is and What Can Be: How a Liminal Position Can Change Learning and Teaching in Higher Education](http://repository.brynmawr.edu/edu_pubs/3/)’, *Anthropology and Education Quarterly* 42: 37-53.

Crawford, K. (2012) ‘Rethinking the student/teacher nexus: students as consultants on teaching in higher education’, *Towards teaching in public: reshaping the modern university. Continuum.* ISBN 9781441124791

Dunne and Zandstra (2011) *Students as change agents - New ways of engaging with learning and teaching in Higher Education*. <http://escalate.ac.uk/8064>

Freeman, R,. Millard, L., Brand, S., Chapman, P. (2013) ‘Student academic partners: student employment for collaborative learning and teaching development’, *Innovations in Education and Teaching International*

Healey, M., O'Connor, K.M. & Broadfoot, P (2010) ‘Reflections on engaging students in the process and product of strategy development for learning, teaching, and assessment: an institutional case study’, *International Journal for Academic Development*, 15:1, 19-32

Healy, M. (March 2012) *Students as change agents: a selected bibliography*  
<http://www.mickhealey.co.uk/wp-content/uploads/2012/02/Students-as-change-agents-bibliography1.doc>

Kahu, E.R. (2013) Framing student engagement in higher education, Studies in Higher Education, 38:5, 758-773, DOI: 10.1080/03075079.2011.598505

Neary, M. (2010). Student as producer:A Pedagogy for the Avant-Garde; or, how do revolutionary teachers teach? *Learning Exchange, 1*(1).

Neary, M., & Amsley, S. (2012). Occupy: a new pedagogy of space and time? *Journal of Critical Education Policy*. Volume 10, Number 2. ISSN 1740-2743

Rudd, T., Colligan, F. & Naik, R. (2006) *Learnervoice – a handbook from Futurelab*

Trowler, V. (2010) *Student engagement literature review*. Department of Educational Research, Lancaster University. Review commissioned by the Higher Education Academy.