



## **Students as Stakeholders: take an active part in your own learning**

### **Second ESCalate Student Conference 2010**

**Glamorgan Business Centre, University of Glamorgan, Pontypridd, Wales**

**ESCalate gratefully acknowledges the support of the University of Glamorgan**



Welcome to the second ESCalate Student Conference, bringing together students within the education community from universities all over the UK.

As you know ESCalate is an important part of the Higher Education Academy. We work with students and staff in education departments throughout the UK. Whether you are an undergraduate, Masters or Doctoral student, we hope you will enjoy what today offers. Please share your thoughts and ideas with us as the day progresses, and contribute something later to the student pages of the ESCalate website.

**Dr. Tony Brown, Director, ESCalate**

## Introduction to the day

Whether you're a seasoned conference goer or are attending for the very first time there's no doubt that events such as these provide an excellent opportunity for education professionals to exchange ideas and opinions, share insights, catch up with old friends and make new ones. However, it goes without saying that part of the success of a conference depends very much on the contributions of the participants. So do make use of the opportunities to interact throughout the day with other professionals in your field - in the workshops, during the lunchtime poster session and in the break times.

We have a fascinating programme lined up for you and hope that the topics to be presented will stimulate your interest and inspire you when you return to your places of work. As you can see from the programme summary there are five **parallel sessions** in the morning and afternoon that offer a range of themes and conference formats (presentations and workshops) from which to choose. We also have a **poster display** in **Syndicate Room 1** which will be on show for the duration of the day. We wish to thank Joe Gazdula from Liverpool Hope University for reviewing these submissions prior to the conference. Poster presenters will be available throughout the lunch break to answer your questions about their topic and provide additional details where required. Do please visit them as they are looking forward to meeting you!

We are particularly grateful to the Glamorgan Business Centre for their help and support both before and during this conference. In addition we are delighted to have Charlotte Freeman from the University of Glamorgan's Centre for Excellence in Learning and Teaching as one of our speakers – you can attend her presentation in the afternoon as part of the parallel sessions and learn more about the part-time learning experiences of mature students at this university.

Lastly, it's very important to us that we find out what you think of the conference so that we can evaluate it effectively. If you don't mind we will contact you after the conference and ask you to complete an **online survey** about your impressions of the day. We will also ask if we may contact you later on, to see how your professional practice may have changed as a result of being here today. Do say yes! It will help us to make this an even better event next year.

In the meantime, if you have any questions, problems or suggestions, feel free to talk to Dee Miles or myself at any point during the day. Have a great time!

Julietta Schoenmann  
ESCalate Communications Manager

Dee Miles  
ESCalate Events Co-ordinator

# Programme

## Welcome:

Dr Tony Brown, Director, ESCalate

## Opening plenary:

Main Hall

### Students as Agents for Change in Learning and Teaching

Liz Dunne, Roos Zandstra and Harriet Whewell  
University of Exeter

The Students as Agents for Change project is a collaborative initiative involving Education Enhancement and the Students' Guild at the University of Exeter. Student representatives from Staff-Student Liaison Committees (SSLCs) are encouraged to take responsibility for promoting evidence-based change within their subject areas through engaging in action research projects. Students choose an area of learning or teaching that is of concern to them, and gather data that support recommendations for change. This session will describe the setting up of the project, how students undertook their research, and some of the outcomes and student achievements.

## Morning Parallel Sessions:

### Session A1:

Syndicate Room 12

#### Active Participation in Learning

Ashley Culvin, Marc Hood, Clare Lesbirel, Hugh McGowan, Rachael O'Byrne, Rebecca Renshaw, Terri Shirtcliffe, Catherine Smith and Dr Joan Walton  
Liverpool Hope University

A group of students and a tutor decided that the students would gain most from a module entitled Active Participation in Learning if their learning about active participation could be enhanced by experiencing it themselves. So they worked collaboratively to agree objectives, and create the content. In this presentation, each student will tell their story of what it has meant for them to engage in this process. This presentation will include reflections on their wider experience of University, and how perhaps the idea of 'student as stakeholder' should be given more attention within University education.

### Session B1:

Syndicate Room 10

#### What does it mean for Students to become Agents of Change?

Liz Dunne, Roos Zandstra and Harriet Whewell  
University of Exeter

This session follows on from the opening plenary and will address more practical issues of how students can become *agents of change*. It will involve group activity, discussion and feedback, with plenty of space for questions. We will explore in more detail the meaning of 'student engagement', and differences between what is often called 'the student voice' and students as 'change agents', and consider participants' experiences of these. There will also be the opportunity to share ideas on topics that participants would like to research, if given the chance, and how this might be achieved.

## Session C1:

Syndicate Room 11

### **The Student Voice – *can you hear us?***

**Jennifer Redman, Claire Sharples and Victoria Todd**  
**University of Central Lancashire**

A workshop looking at university student internships and whether we have a student voice in the development of employability.

Beginning with a discussion about what internships are and whether as an intern within a university your voice is heard, the presentation will give an account of what student interns bring into a university specifically in terms of employability development. Finally, using the ceth Employability Framework (cEF), we will then look at what skills we, as interns, develop from doing them.

## Session D1:

Syndicate Room 9

### **Student Engagement through Collaboration: *enhancing the curriculum with learners as partners***

**Dr Helen Gough, Linda Proudfoot and Tricia McDonald**  
**Glasgow Caledonian University**

As part of an action research project at Glasgow Caledonian University student teachers and lecturers on the MSc Healthcare Education programme collaborated to design and implement an evaluation of Reusable Learning Objects within the curriculum.

Not without challenge, the collaboration proved to be the driver for engagement of learners and educators alike.

This presentation will explore the collaborative journey from both student and lecturer perspectives and share the evolving collaborative model, partnership approach and learning which emerged as a result.

## Session E1:

Main Hall

### **Student Involvement and Stakeholder Requirements: *emancipation to abdication***

**Joe Gazdula and Amanda Dalzell**  
**Liverpool Hope University**

This interactive workshop will invite participants to analyse the possible depth of student involvement across a number of critical aspects of university operations. It will assess how far universities can extend the stakeholder experience for students without losing credibility or confidence.

Some critical areas for analysis.

- Students choosing and designing curriculum
- Students participating in new building design
- Students as members of academic boards
- Students writing grants
- Students creating and enforcing discipline policies
- Students participating in personnel hiring (and firing!)
- Students as academic reviewers
- Students as assessors
- Students as income generators

## **Keynote Address:**

**Main Hall**

### **The Importance of the Learner Voice in 21st Century Higher Education**

**Aaron Porter**

**Vice President of the National Union of Students (Higher Education)**

I will consider the role of students as co-producers of their education and how the pressures of the current HE sector are challenging this. I will also examine the 2009/10 NUS Student Experience Research which includes perceptions and experience of students in HE, and what motivates students to enter HE at all.

## **Afternoon Parallel Sessions:**

### **Session A2:**

**Main Hall**

#### **Reflections on the Part-time Learning Experience of Mature Students at the University of Glamorgan**

**Charlotte Freeman**

**University of Glamorgan**

This presentation will draw on a final year research project exploring the experience of part-time mature students on a management and business scheme at the University of Glamorgan. The presentation will look at the context of part time learning in Wales referencing relevant government initiatives and will explore research into adult learning which highlights the specific needs of this group of learners. It will then examine one element of mature part-time learners on a discrete business degree scheme at the University of Glamorgan.

### **Session B2:**

**Syndicate Room 11**

#### **Students Taking the Lead – student engagement: *the Ecoversity Story***

**Sheri-Leigh Miles**

**Bradford University**

Students actively engaging with [Ecoversity](#) have been empowered to shape their own learning experiences within the informal curriculum spaces created for them. Ecoversity is the name given to Bradford's university-wide programme, launched in 2005, which has the aim of promoting learning about sustainable development for all students. This session describes the work of the student engagement strand of Ecoversity, which offers opportunities for students to work as Ambassadors, Interns or Actioneers, each of which work in different ways to initiate and develop participatory experiences in the form of events, actions or activities for their peers in ways meaningful and relevant to them.

The model of engagement with sustainable development that has evolved from this work is one which is student-centric: enabling students to explore issues that emerge from their concerns and passions and affords them the possibility of actioning meaningful change. The students are charged with, and supported in, becoming agents of change within the institution and beyond and, as such, become role models for citizenship, influencing both people and processes.

## **Session C2:**

**Syndicate Room 9**

### **Using Lecture Capture to enhance teaching and learning and meet student expectations and needs**

**Steve Rose**

**University of Exeter**

The lecture remains the primary teaching strategy employed across the UK university sector and it is this particular aspect of the student experience at the University of Exeter where it is hoped that new technology can be harnessed to positive benefit and enhancement.

There is growing recognition that lecture capture systems e.g. Echo360, can provide students with a number of benefits including the opportunity to review missed classes, review lectures for revision and prepare for examinations and gain access to a wider curriculum provided by archived material. It is believed that lecture capture works particularly well in subject areas where there is benefit in repeated viewing of content which is complex or procedural.

At Exeter, lectures and supporting materials are captured by Echo360 devices installed in some of the University's lecture theatres which can then be accessed from within the University's virtual learning environment with the aims of providing students with a rich online resource and promoting excellent teaching.

The lecture capture initiative at the University of Exeter presents a challenge to a traditional approach to teaching whilst potentially offering added value which will be recognised and appreciated by students who are increasingly mindful of their investment in their learning experience.

This presentation will examine how the initiative has been received by both students and academics at the University.

## **Session D2:**

**Syndicate Room 12**

### **The Relationship between Research and Employability - a personal perspective**

**Jodie Hunter-Lamontanaro**

**University of Plymouth**

Jodie will describe her journey from a primary school teacher to becoming a research fellow at the University of Plymouth. She will outline her own experiences in developing small scale research projects while working as a teacher and will provide ideas for how to utilise your workplace as a focus of your research. Her presentation will include an examination of the similarities and differences between undertaking research as a teacher and as a university research fellow. Finally she will describe the different ways that being involved in research has supported her career path.

## **Session E2:**

**Syndicate Room 10**

### **Could Student Engagement activities be used to encourage a greater take-up of Study Abroad opportunities? Gathering students' views**

**Fiona Hyland and Fumi Kitagawa  
University of Bristol**

Your ideas about 'student engagement' may already be well developed or this may be the first time you have given this concept any serious consideration. However much experience you have we would like to present you a summary of some of the 'study-abroad' opportunities available within higher education – and then to discuss, as a group, your thoughts on using student engagement activities to increase the up-take and broaden the scope of study abroad opportunities by UK home students. Your experiences, expectations and concerns will feed into a new research project on student engagement and international mobility.

## **Final Plenary and Questions**

**Main Hall**

**Dr Tony Brown, Director, ESCalate**

### **Enhancing student's personal and professional development through an employability focused curriculum**

**Jennifer Bradford**

**Liverpool John Moores University**

The research being discussed aims to investigate how current students and alumni from the School of Sport & Exercise Sciences (SSES) at Liverpool John Moores University (LJMU) perceive their employability, and how their attitudes, mindsets, theories and beliefs regarding university relates to their personal reason for undertaking higher education. Research methods include in-depth interviews and ethnographic methodologies. The outputs from this research will be used to develop a clear set of employability focused recommendations for curriculum design.

### **A case study of the effectiveness for learners of mixed ability groupings, to enable successful delivery of 'Curriculum 2008' at KS2**

**Ruth Coakley**

**University Wales Institute, Cardiff**

Curriculum 2008 has encouraged a move towards a collaborative learner-centred approach delivered through a skills-based pedagogy. My aim was to investigate the effectiveness of learning through collaboration in mixed ability groupings and its impact on learners accessing Curriculum 2008 at KS2.

Research questions include:

- Is learning in mixed ability groups effective for learners of diverse abilities?
- Is there a gender preference towards the use of 'collaborative poster work' for recording?
- Is there a preference amongst learners to work within mixed ability groupings?

### **Enterprise education using problem-based learning: an analysis of 'real world' enterprise projects on undergraduate employability**

**Amanda Dalzell**

**University of Manchester**

This poster will explore the effectiveness of 'real world' problem-based learning and how it can improve undergraduate students' employability skills through an analysis of:

- The specific set of employability skills that are developed when undergraduate students engage in 'real world' problem based learning
- The effectiveness of 'real world' problem based learning in improving undergraduate students' attainment, motivation and self-directed learning

## **Students as partners in their own learning – a personal view**

**Lila Campbell**

**Sheffield Hallam University**

The poster will give insights into two student researchers' personal reflections on their experiences of paid work on a project enabling them to work collaboratively as researchers, both with each other and with staff, on the student experience of assessment and feedback at Sheffield Hallam University.

The poster will illustrate the two main strands of the project

- The nature of their job - where the students have been provided with learning opportunities which involve them carrying out research into the student experience of assessment and feedback.
- Personal development - where students have been offered opportunities to learn, develop, and apply a variety of qualitative research skills. The students will talk about how they have developed skills required to acquire and apply knowledge; their use in contexts mirroring the 'real world' settings; and how they have been encouraged to, and supported in engaging reflection on their own performance and the ability to autonomously adapt to situations.

## **To what extent can stakeholders (ITET students) be encouraged to change their views and attitudes towards active assessment strategies?**

**Bethan Jones**

**University of Wales Institute, Cardiff**

The main reason for undertaking this study is to encourage student teachers to use active and creative assessment strategies more effectively in KS2 and KS3 Maths and Science classrooms. The data analysis will demonstrate the impact on current ITET students - are they ready to step up to the challenge in their next teaching practice?

The research method involved:

- Stakeholder questionnaires which were analysed partially with a software package
- Semi-structured group interviews of a small sample of stakeholders
- Analysis of stakeholders' assignments – to identify how many stakeholders had referenced the author/new strategy
- Two interviews with colleagues
- Interview with author of the "active assessment" concept

## **Using student comments to inform changes to modules and programmes**

**Judith Lock**

**Hartpury College, Gloucester**

This poster demonstrates how students can have an impact on the content and assessment of modules which count towards their degree programme. Student comments can also be used to inform changes to the structure of degree programmes. Students are therefore able to improve the learning experience of current and future students.

In the academic year 2008/9 the field of Animal Science at Hartpury College reviewed the content of six degree programmes: FdSc and BSc (Hons) in Animal Behaviour & Welfare, Animal Science and Bioveterinary Science. Programmes were reviewed using QAA guidelines and based on expertise of the programme management team. Another important factor in reviewing programme content was student comments. Providing students with the opportunity to comment on modules in a constructive way gives students ownership of their programme and ensures programmes are meeting the career aspirations of students.

This poster does not explain any research undertaken but describes how feedback is a two-way process, from lecturers to students but also students to lecturers.

## **Hyrwyddo Dysgu - Myfyrwyr Israddedig yn ymgymryd ag asesu cymheiriaid mewn prifysgol yn Ne-Ddwyrain Cymru**

**Nia Richards**

**Athrofa Prifysgol Cymru, Caerdydd (UWIC)**

Yn y poster hwn amlinellir gwerth Asesu Cymheiriaid (AC) fel dull o hyrwyddo dysgu myfyrwyr a chyfeirir at ymchwil diweddar ym maes asesu. Disgrifir sut, ym marn myfyrwyr, y mae AC yn cyfrannu at eu dysgu a chynigir ystod o gasgliadau, er enghraifft, sut y cytuna myfyrwyr bod sawl mantais i AC yn nhermau datblygu eu gallu i hunan-asesu.

## **Developing learning – undergraduate students undertaking peer assessment in a university in South East Wales**

**Nia Richards**

**University of Wales Institute, Cardiff (UWIC)**

This poster outlines the value of Peer Assessment (PA) in developing students' learning with reference to recent research on assessment. It demonstrates ways in which students believe that PA contributes to their learning and offers a range of conclusions such as the fact that students see many advantages to PA in terms of developing their own ability to self-assess.

## **Pakistani university students' attitudes towards English language learning and use**

**Niaz Soomro**

**University of Glasgow**

Language policies have frequently failed in Pakistan where students' attitudes to English language learning and use are mainly neglected. It is, therefore, important to study attitudes of students because if the learners have unfavourable attitudes to a target language, 'language policy implementation is unlikely to be successful' (Baker, 1992: 9). The purpose of the study is to discover/ascertain whether and to what extent different social factors such as identity, culture, gender differences, urban/rural background, and vernacular/English medium education influence students' attitudes to language learning and use.

Research methods include a mixed methods approach of both quantitative and qualitative methods in research tools and data analysis (Dornyei 2007: 42) will be devised for this study.

## **The application of HybCoMet strategy: improving teaching in order to improve students' academic performance and generic competencies**

**Yusmarwati Yusof**

**University of East London**

This poster investigates the effectiveness of a hybrid system approach using collaborative and metacognitive (HybCoMet) strategy compared to the more traditional approaches in helping students to improve their academic performance and generic competencies in learning Civil Engineering subjects at polytechnic level in Malaysia. It presents the development of a new alternative approach to teaching, to meet the challenges and academic needs of students learning technical subjects in Malaysian polytechnics. It is hoped this approach would help to prepare students for real-life situations and provide opportunities for the optimal intellectual as well as their generic skill.

The research method involved three groups of students undertaking three-year Civil Engineering Courses in one academic year (first semester), from three different polytechnics in various areas in Malaysia, using qualitative and quantitative approaches such as questionnaires, pre-test/post-test and semi structured interviews with lecturers who were teaching the subject.



**Thank you for coming.**

## Programme Summary

|              |                               |   |  |                   |
|--------------|-------------------------------|---|--|-------------------|
| 09.30-10.00  | Registration and Refreshments |   |  | Reception         |
| 10.00-10.15  | Welcome                       | Dr Tony Brown, Director, ESCalate   |  | Main Hall         |
| 10.15-11.00  | Opening Plenary               | Students as Agents for Change in Learning and Teaching  | Liz Dunne<br>University of Exeter  | Main Hall         |
| 11:00-11.30  | Refreshments                  |   |  |                   |
| 11.30-12.30  | Parallel Sessions             |   |  |                   |
|              | A                             | Active Participation in Learning  | Joan Walton<br>Liverpool Hope University   | Syndicate Room 12 |
|              | B                             | What Does it Mean for Students to become Agents of Change?  | Liz Dunne, Roos Zandstra and Harriet Whewell<br>University of Exeter                   | Syndicate Room 10 |
|              | C                             | The Student Voice – <i>can you hear us?</i>   | Jennifer Redman, Claire Sharples and Victoria Todd<br>University of Central Lancashire | Syndicate Room 11 |
|              | D                             | Student Engagement through Collaboration: <i>enhancing the curriculum with learners as partners</i>                                 | Helen Gough and Linda Proudfoot<br>Glasgow Caledonian University                       | Syndicate Room 9  |
|              | E                             | Student Involvement and Stakeholder Requirements: <i>emancipation to abdication</i>   | Joe Gazdula<br>Liverpool Hope University   | Main Hall         |
| 12.30-13.45  | Lunch/Poster Presentations    |   |  | Syndicate Room 1  |
| 13.45-14.15  | Keynote Address               | The Importance of the Learner Voice in 21st Century Higher Education  | Aaron Porter<br>Vice President - National Union of Students (NUS)                      | Main Hall         |
| 14:25-15.15  | Parallel Sessions             |   |  |                   |
|              | A                             | Reflections on the part time learning experience of mature students at the University of Glamorgan                                  | Charlotte Freeman<br>University of Glamorgan   | Main Hall         |
|              | B                             | Students Taking the Lead – Student Engagement: <i>The Ecoversity Story</i>  | Sheri-Leigh Miles<br>University of Bradford  | Syndicate Room 11 |
|              | C                             | Using Lecture Capture to enhance teaching and learning and meet student expectations and needs                                      | Steve Rose<br>University of Exeter   | Syndicate Room 9  |
|              | D                             | The Relationship between Research and Employability – a personal perspective  | Jodie Hunter-Lamontanaro<br>University of Plymouth                                     | Syndicate Room 12 |
|              | E                             | Could Student Engagement activities be used to encourage a greater take-up of Study Abroad opportunities? Gathering students' views | Fiona Hyland and Fumi Kitagawa<br>University of Bristol                                | Syndicate Room 10 |
| 15:15-15.30  | Refreshments                  |   |  |                   |
| 15:30 –16:00 | Final Plenary and Questions   | Dr Tony Brown, Director, ESCalate   |  | Main Hall         |