

Title: My learning, my curriculum so where do you come in?

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Abstract:

Session Learning Outcomes

By the end of this session, delegates will be able to:

- Discuss how students can be meaningfully engaged in the design and development of their curriculum
- Explore wider issues involved in this process
- Create a bank of ideas/activities to support staff to actively use the student voice in curriculum design

Session Outline

“we must engage with students in a richer , more deliberate way at course level that acknowledges their right...to participate in the development of their own curriculum”
(Alexander 2007)

This session will therefore explore not only why it is important for students to be more actively and meaningfully engaged in shaping the curriculum but also how to support fellow developers in enabling and encouraging colleagues to hear and use the student voice in course/module design and development.

Drawing on the work completed for the Hearing the Student Voice projects which investigated effective means of capturing and using the student voice to inform and enhance academic staff development and latterly curriculum design participants will explore the implications of this work in relation to their own settings. The session will showcase the work undertaken in the projects and discuss how to equip colleagues with the tools necessary to facilitate student participation with consideration of the impact of the process.

In the session participants will have the opportunity to share their experiences and concerns relating to student involvement in curricula design and contribute to wider issues around supporting other staff to promote this form of engagement. Within the discussions and activities participants will be encouraged to consider wider issues relating to this activity such as:

- Whose curriculum is it-do staff really know what the “best” should be?
- Are students and staff equal partners in the learning and teaching process?
- What is the role of the educational developer in encouraging, promoting and enhancing such activities?

- What are the real (or imagined) barriers to such activities?
- What is it we should be promoting to enable others to hear and use student voices?
- Is it worth it???

Session Activities and Approximate Timings

5 minutes	Introduction and “car parking” concerns
15 minutes	Here’s some we made earlier- a look at the two Student Voice Projects
15 minutes	Exploration and discussion of issues-banking the scenarios
5 minutes	Conclusion

References

Alexander, J (2007) Keynote address at Higher Education Academy conference, *Engaging Students in Higher Education* Harrogate www.heacademy.ac.uk/events/conference/papers

Campbell, F., Beasley, L., Eland, J., and Rumpus, A. (2007) Report Hearing the Student Voice: Promoting and encouraging the effective use of the student voice to enhance professional development in learning, teaching and assessment within higher education York Higher Education Academy
<http://www2.napier.ac.uk/studentvoices/curriculum/index.htm>

Campbell, F., Eland, J., Rumpus, A. and Shacklock, R. (2009) Report Hearing the Student Voice: Involving Students in Curriculum Design and Delivery York Higher Education Academy
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