

Title: Pedagogies of Partnership: What works?

Presenter: Karin Crawford
University of Lincoln

Session Learning Outcomes

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

- Describe the key themes developed from the Pedagogies of Partnership Project.
- Discuss and assess the forms of pedagogical practice that foster and support meaningful partnerships with students in different disciplinary contexts in higher education.
- Evaluate the relationship between an institutional culture of engagement and the pedagogical practices within the curriculum.

Session Outline

Nationally the value of student-staff partnerships and student engagement as an important factor in the enhancement of both teaching and learning has been highlighted in the literature (Gibbs 2010, Trowler 2010). The National Union of Students also recognises the benefits of partnership in its Manifesto for Partnership (undated).

The University of Lincoln has undertaken HEA funded research into partnerships in teaching and learning. Where literature has previously looked at partnership in teaching and learning in terms of quality enhancement, this research explored the practices that can achieve this.

The research took a mixed methods approach and collected data from students and teaching staff across four case study disciplines: Biomedical Science, History, Media Production and Psychology. Areas were chosen from those with known practices that foster partnership and have been previously highlighted in the evaluation of the institutional-wide Student as Producer initiative.

This session will present, and facilitate discussion about, the research; it will consider the value and importance of drawing on evidence of this nature to enhance partnership practices in learning and teaching. Findings from the research expose constraints and opportunities for pedagogical partnerships and will be presented across four emergent themes - Understandings (definitions and concepts); Practices (within and beyond the curriculum); Impact; and Culture. Drawing on the findings, the session will also, through the use of case studies, show examples of pedagogical practices that highlight areas of innovative practice, develop awareness of what works for students and staff, and provide insight into the impact of partnership on students' learning and experiences.

Session Activities and Approximate Timings

The outline of the workshop is as follows;

20 minute presentation: 10 minute presentation of research and key findings, 10 minutes of showcasing good practice.

15 minutes: Group discussion. Working in small groups, participants will discuss the following questions from their own experience:

1. What are the specific pedagogic practices that foster staff-student partnerships?
2. What are the potential constraints on forming pedagogical partnerships and are there ways to overcome these?

10 minute plenary: An opportunity to bring together ideas generated from the activity.

References

Gibbs, G. (2010) *Dimensions of Quality* York: Higher Education Academy

National Union of Students (undated) *A Manifesto for Partnership* available from <http://www.nusconnect.org.uk/news/article/highereducation/Rachel-Wenstone-launches-a-Manifesto-for-Partnership/>

Trowler, V. (2010) *Student Engagement Literature Review* York: Higher Education Academy