

**Title:**                **Developing authentic learning experiences through a three-way partnership between students, staff and a professional body.**

**Presenter:**        **Jonathan Wilson**  
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### **Session Learning Outcomes**

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

- Consider how a higher education institution could establish a student, staff and professional body partnership to create authentic learning experiences
- Evaluate ways in which feedback can be captured and used to encourage students to take part in authentic learning through partnerships
- Discuss different approaches to developing a partnership model that focuses on authentic learning

### **Session Outline**

Authentic learning methods are seamlessly integrated or implanted into meaningful, 'real-life' situations (Jonassen et al. 2008). These real-life situations can be introduced into the classroom using learning methods such as case studies, role plays and group work. However, authentic learning can also take place outside of the classroom by creating an environment using such learning experiences founded on real-life scenarios, exercises and circumstances (Jennings et al. 2015).

In 2016, Norwich Business School (NBS) at the University of East Anglia (UEA), established a marketing club in collaboration with the Chartered Institute of Marketing (CIM). The first of its kind in the UK, the NBS-CIM Marketing Club transforms student learning by bringing together marketing students and practitioners. These workshops provide an innovative learning experience for students as each one involves practitioners and students working together on real-life marketing scenarios. Each workshop typically consists of approximately 40 participants, two thirds of which are marketing students and one third practitioners. Overall feedback shows that 97% would recommend attending to others.

According to Jensen and Bennett (2016), in student-staff partnerships students contribute to learning by taking a more active role and leading activities in relationship with staff. In the marketing club, student representatives work in a three-way partnership with staff and the professional body to promote and organise the club. One key benefit of the marketing club is that it gives students an opportunity to network with marketing practitioners. The interactive nature of the workshops means that students get to work on real-life problems

and are more motivated to learn when they see how a concept relates to their own lives (Watters & Ginns, 2000).

In this session, we will examine the benefits of this three-way partnership on students' learning, how it might be developed further, and alternative partnership approaches.

### **Session Activities and Approximate Timings**

- A short presentation on the three-way partnership and background to the Marketing Club **(10 mins)**
- Sharing with participants how the club enhances students' learning **(5 mins)**
- Participants working in small groups, will discuss the following questions: **(20 mins)**
  - 1) How might we further develop this three-way partnership to enhance students' learning?
  - 2) How can feedback be captured and used to encourage students to take part in the student-practitioner marketing club?
  - 3) How might you develop a similar type of three-way partnership in your own institution that enables students, staff and an external organisation to benefit from each other's experiences?
- Feedback from groups and closing summary **(10 mins)**.

### **References**

Jennings, G., Cater, C.I., Hales, R., Kensbock, S. and Hornby, G. (2015). Partnering for real world learning, sustainability, tourism education. *Quality Assurance in Education*, 23(4), 378-394.

Jensen, K. & Bennett, L. (2016). Enhancing teaching and learning through dialogue: a student and staff partnership model, *International Journal for Academic Development*, 21:1, 41-53.

Jonassen, D., Howland, J., Marra, R.M. and Crismond, D. (2008). *Meaningful learning with technology*. 3<sup>rd</sup> ed. Upper Saddle River: Pearson Education, Inc.

Watters, J.J. and Ginns, I.S. (2000). Developing motivation to teach elementary science: Effect of collaborative and authentic learning practices in preservice education. *Journal of Science Teacher Education*, 11(4), 301-321.