

Title: **The SEAs of Curriculum Transformation: Student Partners Building Student Partnerships**

Presenter: **Dawn Albertson, Karen Angus-Cole, Rob Eaton, and Briony Frost, Mrs. Jo Hatt, Mrs. Abby Osborne, Tamara Reid, Matthew Dawes, Luke Parr, and Alice Palmer-Ross.**
University of Bath

Session Learning Outcomes

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

- Identify some key advantages, and challenges, to working with student partners to design and deliver a curriculum transformation project
- Analyse the effectiveness of upscaling student partnerships by enabling SEAs to advise academics on ways to engage other students in focus groups, sandpits, module and assessment feedback, and student-staff publications.
- Discuss further strategies for inclusion to ensure the outputs of student-engagement activities are truly representative of the whole student body.
- Articulate the value of employing student as partners in the Curriculum Transformation project to bridge the gaps between students and the Students Union, and academic, professional, and support staff.
- Hypothesize on how to sustain the SEAs partnership and wider student partnership work beyond the project.

Session Outline

Creating meaningful partnerships – those founded on “principles of respect, reciprocity, & shared responsibility” (Cook-Sather, et. al., 2014, ix) – especially with students, is one of the core principles of the University of Bath’s current Curriculum Transformation project. As Healey, et. al., have argued, becoming partners with our students is a process in which staff and students “learn and work together to foster engaged student learning and engaging learning and teaching enhancement” (2014, 7). With this in mind, Bath’s Centre for Learning and Teaching (CLT) has hired 4 placement students as Student Engagement Ambassadors (SEAs). The session will showcase two case-studies arising from this partnership. Firstly, we will share how SEAs are cocreating, with other CLT staff, strategies for academic departments and students to work together within and beyond the project to create more inclusive, research-engaged, and sustainable curricula that meet the needs of the twenty-first century graduate. Secondly, we will demonstrate how the SEAs are working to promote and facilitate further student engagement in these partnerships across the wider student body through their #GetEngaged enterprise (Tong,

2018). Through this two-pronged approach, we seek to foster more “inclusive...liberated scholarly communities in which all...develop in ways that are meaningful to them...[and can] speak out and be heard” (Fung, 2016). We are keen to invite discussion about ways to ensure our partnerships and their outputs are sustainable beyond the Curriculum Transformation project.

Key issues to be addressed are:

- Where do we live?: The SU and the CLT as Co-Managers of Student Partners.
- Only the Engaged Get Engaged?: Promoting, and Problem-Solving for Student Engagement within the Wider Student Body.
- What have we done with you and what will we do without you?: Sustaining Student Engagement beyond the SEAs.

Session Activities and Approximate Timings

- 14.50-15.00: copies of the Indicative Questions will be distributed, while Dawn, Briony, Tamara and Matthew outline the first case study: The SEAs of Curriculum Transformation: Embedding Students as Partners in a Change Initiative.
- 15.00-15.05: the room will be divided, with participants asked to discuss either question 1 or 2, challenges that have been identified in relation to the SEAs role and the staff community, particularly its positioning between two centres involved in student engagement (“Where do we live?”).
- 15.05-15.10: participants will feedback on their responses to questions 1 and 2.
- 15.10-15.20: Alice, Luke, and Rob will present the #GetEngaged Case Study: Student Partners as Change Agents in Scaling-Up Student Partnerships
- 15.20-15.20: the room will again be divide with participants asked to discuss either question 3 or 4, challenges that have been identified in relation to the SEAs wider influence within the student community (“Only the Engaged Get Engaged?” and “What...will we do without you?”).
- 15.20-15.30: Feedback is gathered from participants regarding questions 3 and 4, and further questions are invited for the presenters.

Indicative Questions:

1. What are the most effective ways of encouraging sceptical staff to see the benefits of working with students as partners?
2. What motivates students to engage in partnerships with academic and professional staff, and how can we best reward them for doing so?
3. How can we further improve our strategies for inclusion so that our student partners are fully representative of our student body?
4. The SEAs are on placement with CLT – how can we sustain this level of partnership once their contracts conclude?

References

- Cook-Sather, A., Bovill, C., and Felten, P. 2014. *Engaging Students as Partners in Teaching and Learning: a guide for faculty*. San Francisco, CA: Jossey-Bass.
 - Fung, D. 2017. "Teaching Excellence? Let's Hear it for Good Education." York: Higher Education Academy. Retrieved from: <https://www.heacademy.ac.uk/blog-entry/teaching-excellence-lets-hear-it-good-education>
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- Healey, M., Flint, A., & Harrington, K. 2014. *Engagement through Partnership: students as partners in learning and teaching in higher education*. York: Higher Education Academy. Retrieved from: https://www.heacademy.ac.uk/system/files/resources/engagement_through_partnership.pdf
 - Tong, V.C.H, A. Standen, & M. Sotiriou. 2018. *Shaping Higher Education with Students: ways to connect research and teaching*. London: UCL Press.