

Student Engagement – Identity, Motivation and Community

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BCU Context

- ~24,000 Students
- 8 to 2 campus estate strategy
- 4 Faculties
- Emphasis on learning and teaching
- Vocational approach
- Local and well defined multicultural communities
- Regional focused
- Increasing attention on student engagement

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Definitions

Do you have an agreed definition of student engagement that you work with at your institution?

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Yes = ✓

No = ✘

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Definitions

Can you type your definition of student engagement into the chat room for comparison later?

Results

- Does this matter?
- Do we need a shared definition?
- How can we do student engagement if we don't know what it is?
- Does it vary between person / department / role?

BCU from 2008

- Discussions based around Fielding (2001) '*Students as Radical Agents of Change*'
- A new philosophy - Generating the **Learning Community** (NSS / SES feedback)
- **Co-creation** of the learning experience through students as partners - Recipient / Consumer / Participant / Partner
- Focus on partnership: with **Students** and with the **Students' Union**

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What have we done?



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Student Academic Partners

- 2009 – present
- Funding for around 100 hours student employment,
- Around 50 projects a year (339 total to date)

Main project themes:

- Development of new content:
 - Learning / resources / assessment approaches / curriculum focus
- Consultation:
 - Survey / networking projects / community building / student engagement focus
- Employability:
 - Employment / professional practice and placement experience
- Thematic:
 - progression / retention / mentoring / internationalisation

Student Academic Mentors

Total number of StAMP projects (90 overall) around £1000 per project

- Year 1 (2011/12) 20
 - Year 2 (2012/13) 21
 - Year 3 (2013/14) 20
 - Year 4 (2014/15) 29
-
- Discussion Group Mentoring
 - Workshop Mentoring
 - One on One Academic Assistance Mentoring / Coaching
 - Teaching Assistant Mentoring
 - Course Induction Mentoring
 - Employability Mentoring
 - Placement Mentoring

Student Academic Partners & Student Academic Mentors

If you have a similar type of scheme at your institution let us know in the chat room...

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Interdisciplinary Projects

- Projects at £5-10k per project
~200 students engaged
- Continue to broaden the Learning Community away from silos
- Building upon SAP and StAMP characteristics
- Large-scale, cross-disciplinary projects that provide opportunities for student and staff partnerships
- Process will be at least as important as product

OpportUNlty Student Jobs

- Project from HEA Change Academy
- Establishing University HR within Student Engagement
- Over 1,165 roles developed in year 1
- Links with skills analysis, development and reflection
- Roles ranging from front line delivery, library assistants, Student Liaison Officers and 'Programme Success Partners'

Student Employment

What barriers have you faced / would you face when setting up student employment schemes at your institution?

Let us know in the chat room...

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ARTicle Press

A short video clip providing an overview of a recent project in the School of Art

<https://www.youtube.com/watch?v=eNbWwtWUNJ8>

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A pause for questions / comments / a flick through the chat room...

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Types of Partnership

- For the Individual
(...as Producers, Partners, Change Agents)
- For the Collective
(Institutional Governance: Uni. Policy and Practice)
- For Participation
(Decision-Making, Democracy, Citizenship)

More resources on theory

Change Agent Network

<http://can.jiscinvolve.org/wp/>

The Student Engagement Partnership

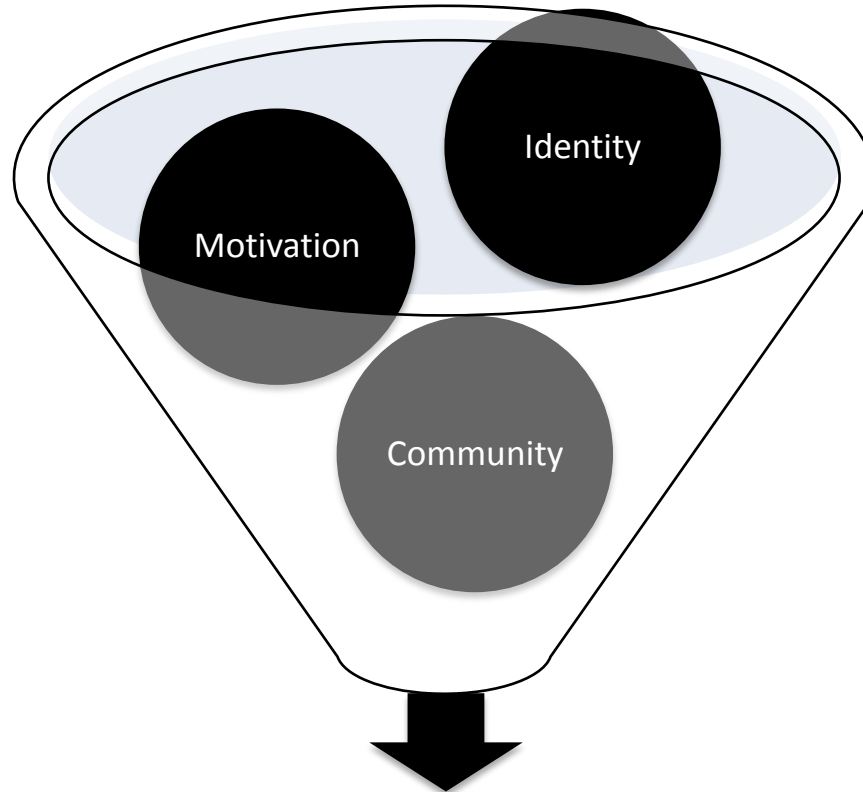
www.tsep.org.uk/

Higher Education Academy

www.heacademy.ac.uk/workstreams-research/themes/students-partners

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A winning approach?

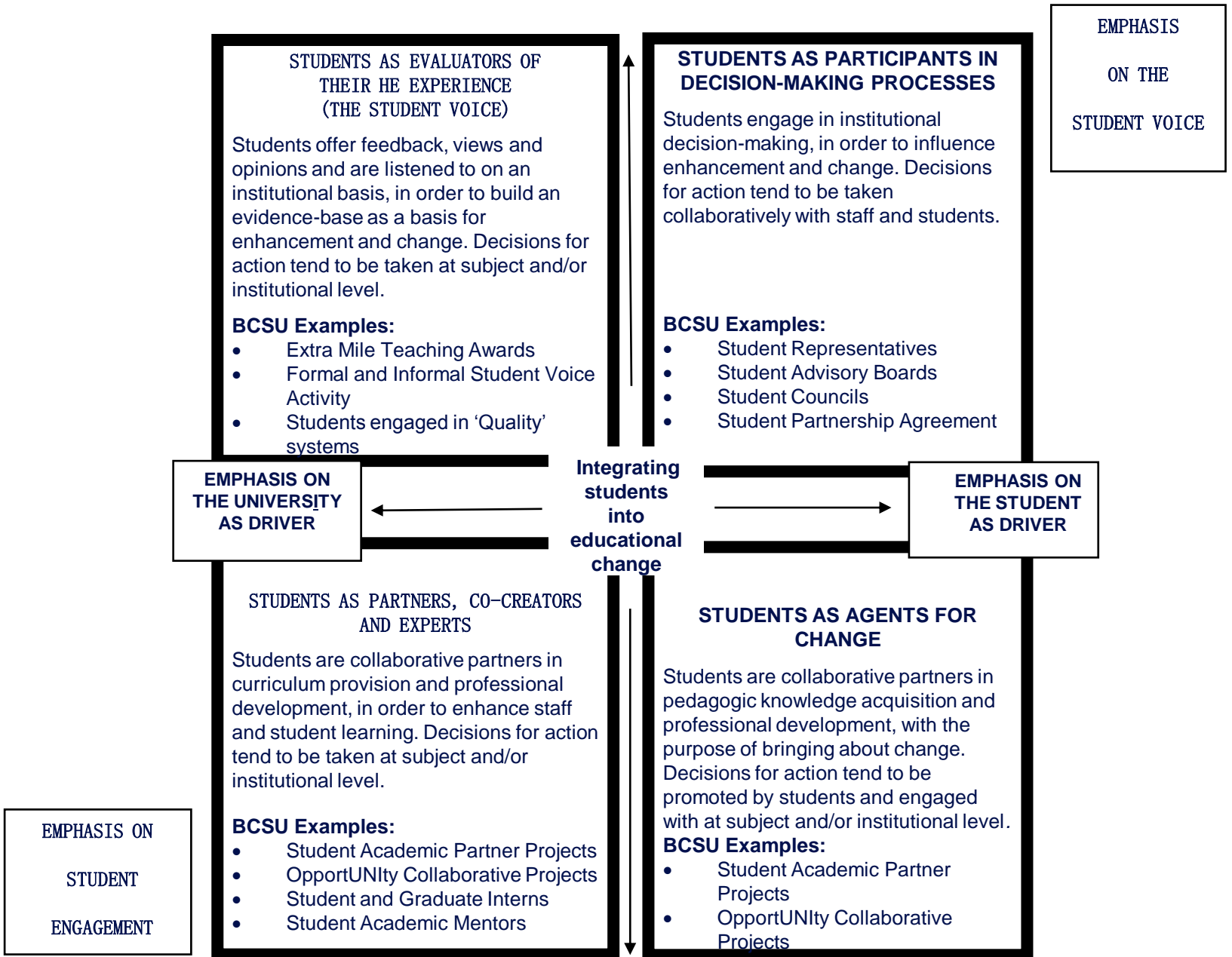


Student Success?

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Identity

- changing nature of student, staff and organisational identities
 - Producer, Collaborator, Partner, Student, Employee, Change Agent
- the student as a practitioner partner (added resource), an asset that can support innovation and development.
- the role of students in the organisation and the impact this has on their own perceptions and those of students and staff:
Power and Control
- new relationships that have been developed across the university
- conflated identity of students as staff and the impact this has upon them within the community



STUDENTS AS EVALUATORS OF THEIR HE EXPERIENCE (THE STUDENT VOICE)

Students offer feedback, views and opinions and are listened to on an institutional basis, in order to build an evidence-base as a basis for enhancement and change. Decisions for action tend to be taken at subject and/or institutional level.

BCSU Examples:

- Extra Mile Teaching Awards
- Formal and Informal Student Voice Activity
- Students engaged in 'Quality' systems

STUDENTS AS PARTICIPANTS IN DECISION-MAKING PROCESSES

Students engage in institutional decision-making, in order to influence enhancement and change. Decisions for action tend to be taken collaboratively with staff and students.

BCSU Examples:

- Student Representatives
- Student Advisory Boards
- Student Councils
- Student Partnership Agreement

EMPHASIS ON THE STUDENT VOICE

EMPHASIS ON THE UNIVERSITY AS DRIVER

Integrating students into educational change

EMPHASIS ON THE STUDENT AS DRIVER

STUDENTS AS PARTNERS, CO-CREATORS AND EXPERTS

Students are collaborative partners in curriculum provision and professional development, in order to enhance staff and student learning. Decisions for action tend to be taken at subject and/or institutional level.

BCSU Examples:

- Student Academic Partner Projects
- OpportUNlty Collaborative Projects
- Student and Graduate Interns
- Student Academic Mentors

STUDENTS AS AGENTS FOR CHANGE

Students are collaborative partners in pedagogic knowledge acquisition and professional development, with the purpose of bringing about change. Decisions for action tend to be promoted by students and engaged with at subject and/or institutional level.

BCSU Examples:

- Student Academic Partner Projects
- OpportUNlty Collaborative Projects

EMPHASIS ON STUDENT ENGAGEMENT

Students are more than students

- 1) Mentor
- 2) Partner
- 3) Collaborator
- 4) Expert
- 5) Change Agent
- 6) Employee
- 7) Evaluator / Reviewer
- 8) Representative
- 9) Leader (Academic / non-Academic)

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- How many of these titles and labels are present on your campus?
- Vote!

Students are more than students

- | | |
|-------------------------------------|---------|
| 1) Mentor | A = 1-2 |
| 2) Partner | B = 3-4 |
| 3) Collaborator | C = 5-6 |
| 4) Expert | D = 7-8 |
| 5) Change Agent | E = 9 |
| 6) Employee | |
| 7) Evaluator / Reviewer | |
| 8) Representative | |
| 9) Leader (Academic / non-Academic) | |

Motivation

Student

- A. Financial support for student life
- B. Impact of future: Employability
- C. Academic skills development: Research skills and core competencies
- D. Increased student voice within their area
- E. Altruism

Motivation

Staff

- A. Additional resource
- B. Increased knowledge for content
- C. Increased ability for delivery
- D. Narrowing the gap between students and staff
- E. Strengthening cohort cohesion

Community

- Creation of a community at modular, school, faculty and university level
- Awareness of the 'other side of the coin'
- Showcase the role of students as practitioners in community projects and the benefits this has upon student learning:
Situational engagement
- The role of students, Students' Unions and the institution in the new student engagement conversations

Community and the SU

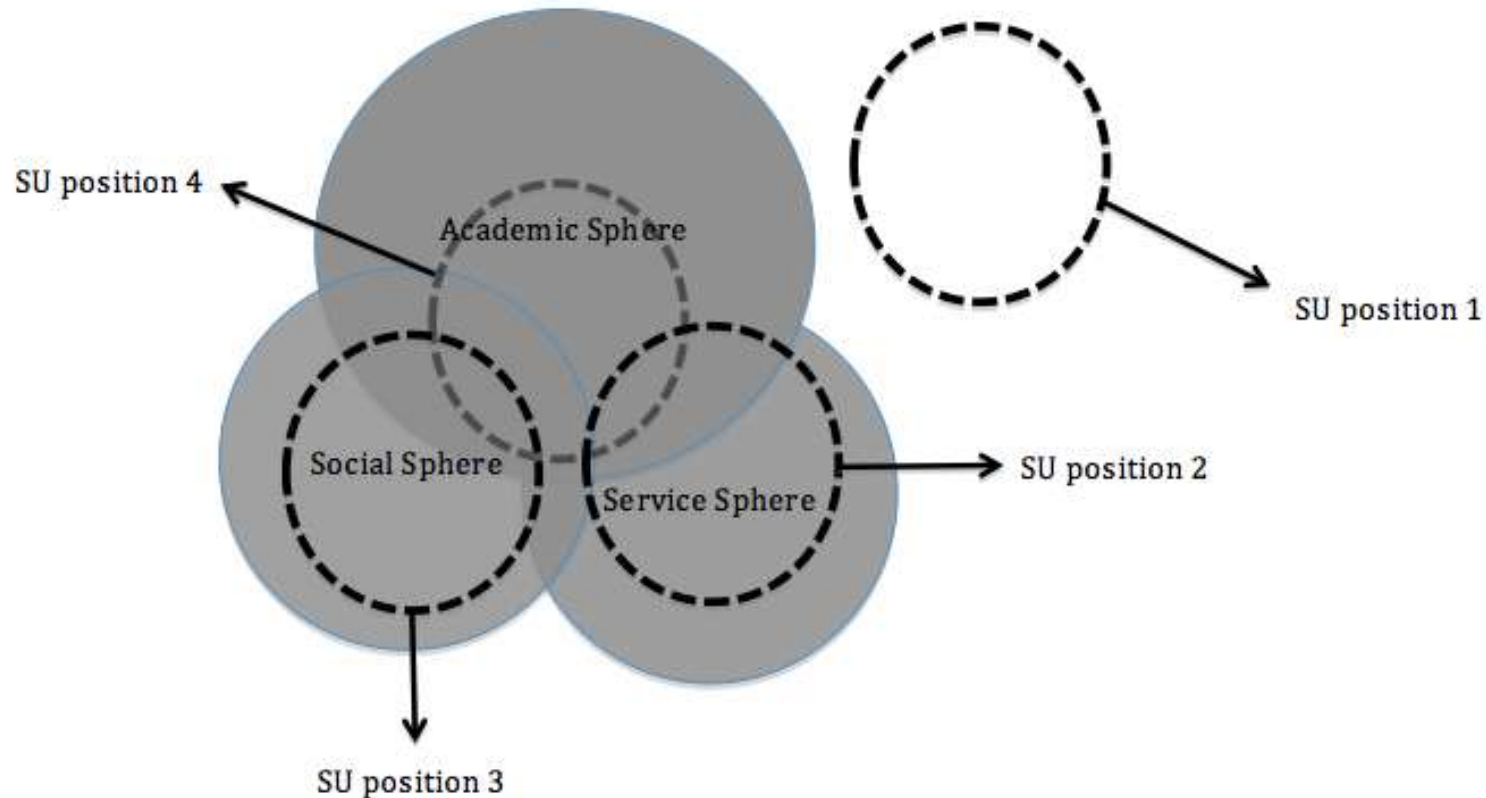
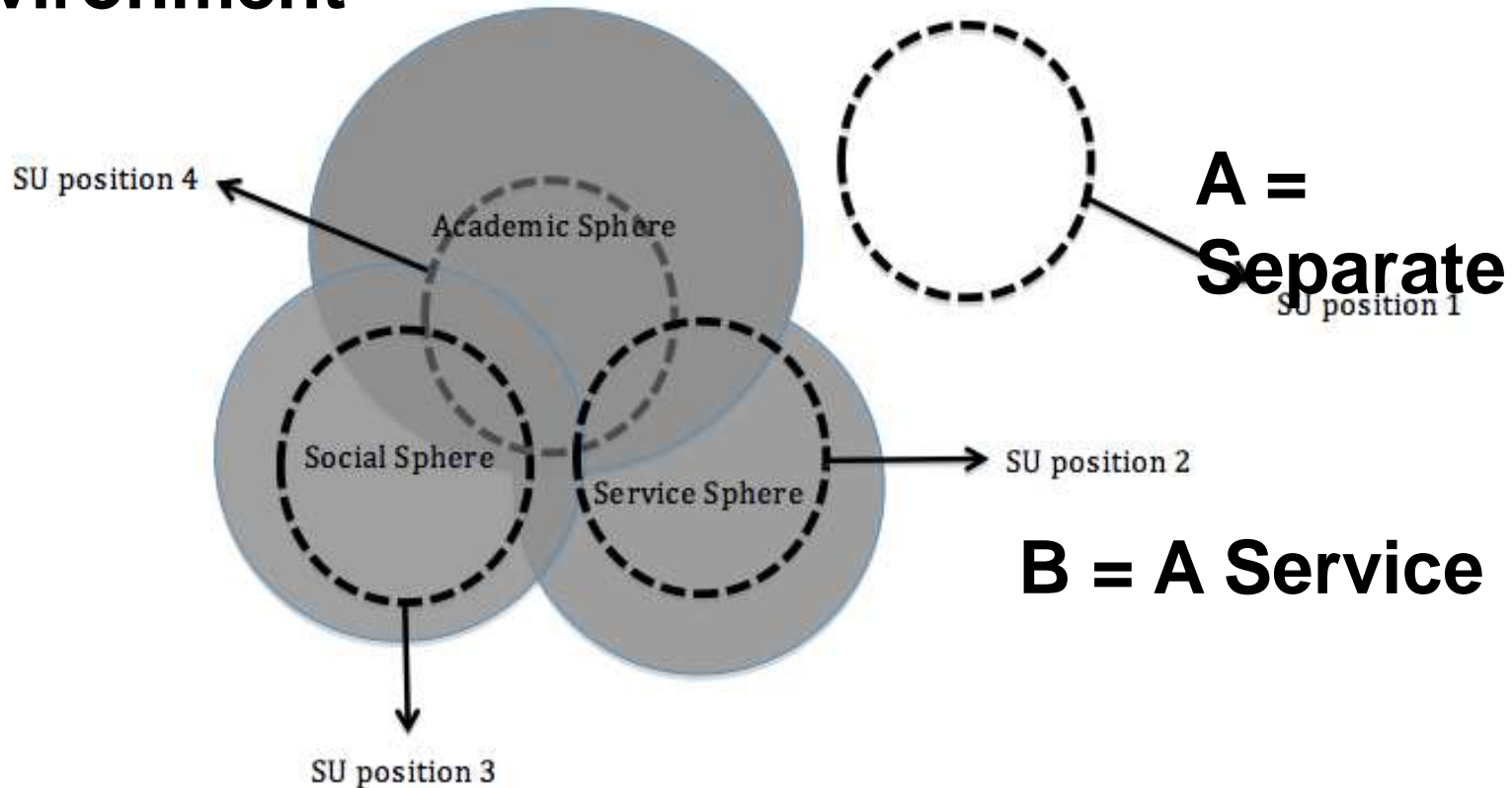


Figure 2: Adapted from The 'What Works' spheres supporting student engagement (taken from Thomas, 2012:15)

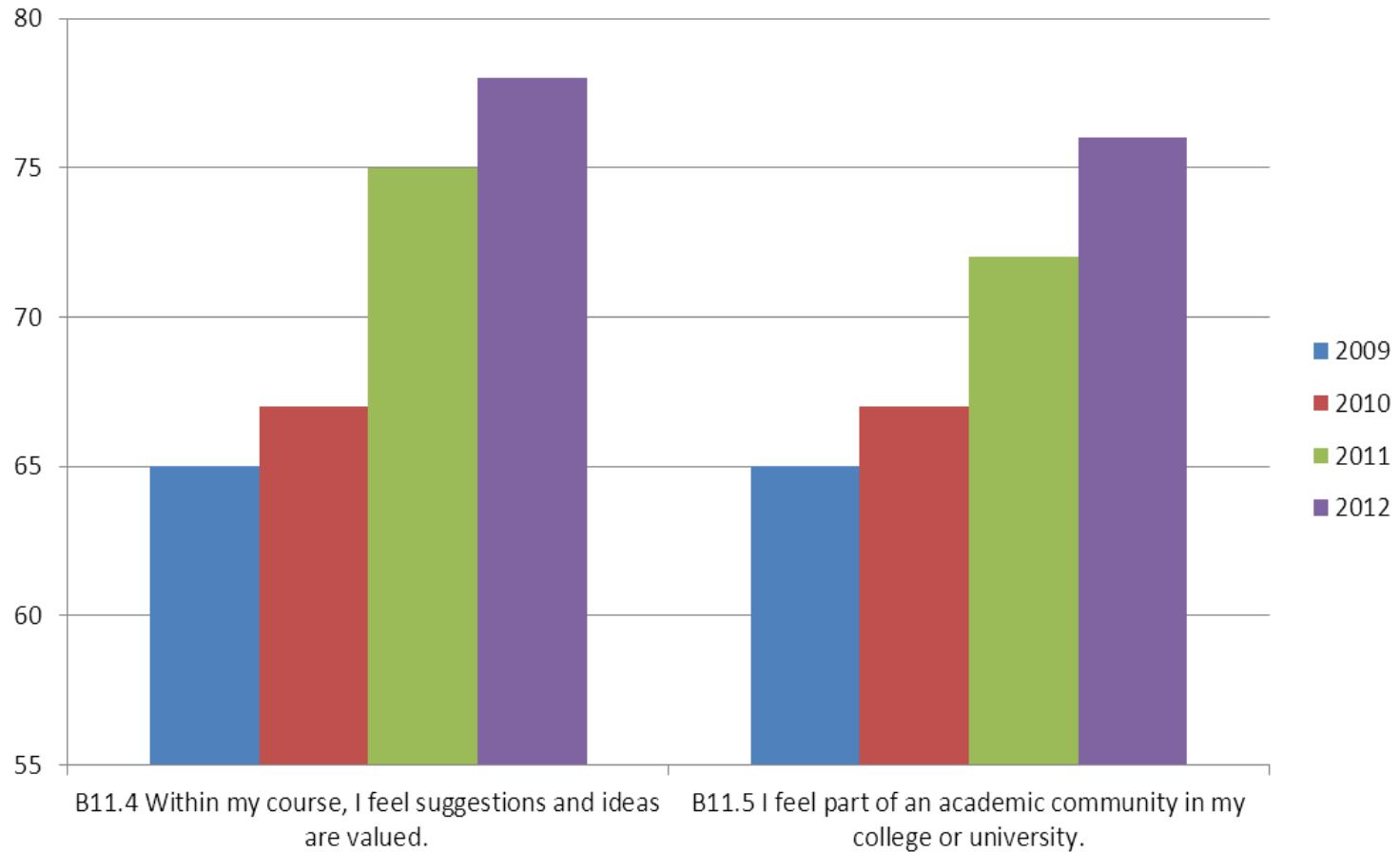
E = Part of the academic environment



C = A function to create a society

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Community



Student Engagement 2009-2014

Success

5
Years

932
Students

1170
Positions

557
Projects

~40
Hours claimed each

>37,000
Student employment
hours funded

723%
Total growth in
position numbers

~30
Additional positions
for each year

~70
Positions staffed by
International
Students each year

Progression

Average grades of student on projects

Before	During	After
62.6	63.5	64.2

Average grade change **+2.3%** **+1.3%**

Average grade increase **9.5%** **11.3%**

Employment

Students held **1.3** positions on average

81.5%
of students held only: **1** position

18.5%
collectively held more than: **400** positions

Averaging **2.3** positions

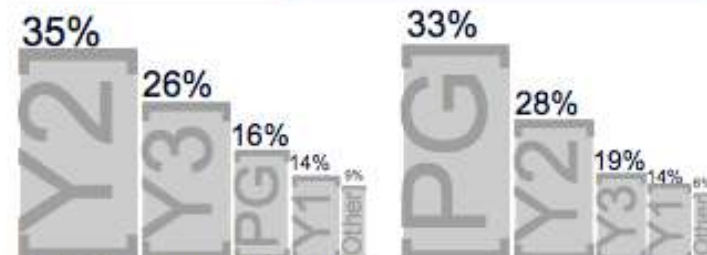
Some even holding **5** positions over 3+ years

Demographics

Over one third of all students were of ethnic origin **36%**



Ethnic groups made up almost two thirds of the international students **62%**



2nd Year was the most common year overall

Postgraduate was the most common year for International students



Student Engagement Conference

A short video of our inaugural internal conference on student engagement

<https://www.youtube.com/watch?v=PEdYe1ttuXQ>

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Thank You!

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