Change Agents’ Network

'Sharing our experiences' Projects and Room Allocation: Tuesday 17 March 2-4pm

|  |  |  |  |
| --- | --- | --- | --- |
| Project name | Institution and contact | Background to the project | Project number and room |
| Mentoring: extending our reach | Newcastle UniversityGrace Barker & Ruth Furlonger | This scheme came from a student project researching provision of transition support for our study abroad students. The conclusion of the project was that an informal mentoring support should be provided as these student experienced similar transition issues to Stage One incoming students, but with added factors of culture shock and communication difficulties. This was addressed with a pilot study in 13/14 and full roll-out in 14/15. Mentors were recruited from our own Study Abroad students who would have parallel experience to share. | Project 1 Main Room Accelerate |
| **Smoke and mirrors: Achieving the magic of student led change through the HEA student mobile tablet project** | Plymouth UniversityElaine Garcia & Kerry Dungay | Increasingly institutions are considering the use of Smart Mobile Tablet Devices for teaching & learning (T&L). Anecdotal evidence suggests however that where devices are introduced their impact upon T&L is often minimal, isolated & the use of such devices is often abandoned quickly. This project sought to determine whether students found such devices useful, not just for their studies but also in their personal lives. Students were additionally acting as Change Agents, steering both institutional policy & classroom practice by using these devices in class & discussing their usefulness with students, teachers and College Managers. | Project 2 Main Room Accelerate |
| **Beyond engagement and enhancement: towards inclusive practice for online learning** | Aston UniversitySarah Hayes | Need: for a Distance Learning Strategy and related infrastructure - defined 2013 | Project 3 Main Room Accelerate |
| **UCL ChangeMakers Projects** | UCLAbbie King | When our new director arrived from Exeter, she brought with her an initiative that had been really successful there; students working as agents of change. We have taken this model to develop UCL ChangeMaker Projects, where students teams(with a chosen staff partner) carry out research projects to improve, enhance or develop anaspect of their education, fully funded and supported by us.This initiative has come at a perfect time for UCL. As an institution we recognise the benefits of investingmore in the individuals who choose to study with us. We want to expand the opportunities for them to work inpartnership with UCL so they know they belong here. We want to challenge students to think critically about the education they receive, empowering them to take ownership of the ideas that matter to them. | Project 4 Main Room Accelerate |
| **The beginning of an adventure: Student engagement strategy: Every student, every journey (2015-2018)** | University of ChesterBeckie Lees | Since 2010 there has been a considerable acceleration in the breadth and depth of student engagement initiatives that have swept the Higher Education sector with outProjecting examples of good practice. With all of these projects there has been a strong desire to engage students as ‘partners’ in a response to challenge the consumerist model of Higher Education.Student engagement at the University of Chester (UoC) is not a new concept as we already have robust procedures in place and a wealth of student engagement good practice across the institution. However, we recognise the need to implement a strategic vision to ensure the systematic growth and sustainability of student engagement within academic quality and enhancement. | Project 5 Room: Forward  |
| **Students as Co-creators** | University of WestminsterMark Clements & Sandra Lusk | The University of Westminster has embarked on an ambitious change project called 'Learning Futures' to transform the student learning experience. An important aspect of this change agenda is to move from the ‘passive student voice’ to ‘active student partnership’ in change through a co-creation approach. In order to initiate this cultural shift we have established a series of pilot student led co-creation projects within each Faculty. | Project 6 Room: Forward |
| **LEaD: Learning Enhancement and Development: Engagement: where to start?** | City University, LondonJames Perkins | 1. Identify current strategic student engagement in enhancing learning, teaching and curriculum activities across the institution including student partnership project and, identify what data is collected on their effectiveness.2. Develop networks at institutions with good student engagement in enhancing education through strategic education project and, reflect on the activities they have found effective.3. Collate suggestions from others across the institution for student engagement projects focused on learning, teaching and curriculum.4. Develop relationships with others across the University, so that collaboration on projects is effective.5. Work with the Associate Director on a plan for evaluating our current student education enhancement activities and, in planning new projects. | Project 7 Room: Proceed |
| **Sharing our (in)experience: Developing the digital university through student-staff partnerships - Clued Up! Digital Skills for the 21st C Student** | London Metropolitan UniversityJim Pettiward & Chris O-Reilly | This project was developed to address two urgent needs in the university: for students to develop the digital academic literacies and graduate attributes which will allow them to thrive as (lifelong) learners and be well prepared for life after graduation; to encourage teaching staff to re-examine their own practice in a ‘changing learner landscape’ and integrate digital technologies more effectively into their teaching practice. By developing innovative online resources and a team of Digital Ambassadors, we hope to create a focal point for dialogue around the changing digital practices affecting all areas of our university. | Project 8 Room: Proceed |
| **Integrating a 'flipped classroom' module within an undergraduate curriculum** | Northumbria UniversityEmma Senior | Embedding technology into the curriculum required careful consideration in pedagogical design. In particular online or face-to-face activity should be dependent on the knowledge to be conveyed, the task at hand and the desired outcomes (Fleck 2012, Abeysekera & Dawson 2014).  The main aims of this project were: For students to develop a greater appreciation of Inter professional learning. Improved student engagement with the subject matter through active learning. Greater utilization of self-directed learning to increase information-transmission teaching. In-class time to promote peer learning and problem solving. Projectardise delivery and after initial development see a reduction in teaching load. | Project 9 Room: Proceed |
| **Empowering and supporting the digital student** | Heart of Worcestershire CollegeLynne Taylerson | Since September 2013, a blended learning model has been used to deliver one hour per week of all full-time Level 2 courses and two hours per week of all full-time Level 3 courses as part of the SOLA (Scheduled Online Learning and Assessment) programme. This meant the College rose to the FELTAG challenge and developed learners’ independent study and digital literacy skills while improving success rates by 12%. Lecturers in all subject areas are supported in SOLA design and delivery by a dedicated Blended Learning Advisor who also has regular dialogues with their students about online learning. The SOLA programme has been instrumental in the College being awarded this year’s AoC Beacon Award and the TES FE Award for OutProjecting Use of Technology. | Project 10 Room: Proceed |
| **Students as partners: Developing a mobile learning strategy for the School of Medicine** | Imperial CollegeMaria Toro-Troconnis | The School of Medicine at Imperial College London decided to implement a large scale mobile learning initiative in 2012. The eLearning team setup a Working Group of about 30 people including academics, administrators and students. Seven Work Packages (WPs) were identified in order to investigate and assess all the different areas concerning the feasibility of the project. The WPs focused on the following areas: interactive tools, roll-out strategy, promoting feedback, e-Portfolio, iBooks and eBooks, procurement and maintenance and on-going resources. The pilot project focused on the final clinical years of the undergraduate medical curriculum (Years 5 & 6). Over 800 students received an iPad Mini. A large number of course guides were Projectardised and made more interactive in iBooks format. A large number of sign-off forms required during clinical attachments were developed in electronic format accessible off line on students’ devices. | Project 11 Room: Propel |
| **Building the Moodle course for Effective Practice as a Change Agent (SEDA accredited)** | University of GreenwichMark Anderson | This SEDA accredited award supports staff and students working in partnership on curriculum innovation projects in UK further education and skills and higher education. It supports those about to undertake change agency work as well as those who have already started and it can also help staff and students to gain recognition for previous work. | Project 12Room: Propel |
| **University of Southampton Student Champions**  | University of SouthamptonSarah Rogers | The University of Southampton Student Champions are teams of students, mentored by a senior member of University staff with expertise in a specialist strategic education theme, working in partnership with staff and students to enhance the education experience. The Student Champion teams are: * iChamps (innovation and digital literacies)
* OPUS Champs (Opportunities at the University of Southampton)
* Feedback Champs
* Sustainability Champs
* and coming soon… Enterprise Champs

Building on the original and successful Student iChamps model developed by Fiona Harvey, the Student Champions are paid students working in partnership as change agents within the learning community to:* guide and support academic staff in education innovation and enhancement of the student experience
* enhance the active learning and development opportunities on offer within and alongside the curriculum for students
* interpret and translate their interdisciplinary development theme within their discipline specific context, for effective knowledge transfer
* facilitate the sharing of good practice and encourage higher levels of student engagement.
 | Project 13 Room: Propel |
|  | Loughborough UniversityTom Goodacre |  | Project 14 Room: Propel |