



Jisc

Lincoln

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What will a successful student-staff partnership look like in 2020?

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#JiscCAN <http://can.jiscinvolve.org>

- » Explore what impact student-staff partnerships have had to-date on staff, students and institutions
- » Explore what successful student-staff partnership will look like in 2020 in institutions including measures of success
- » Overview of Jisc CAN resources to help you advance your practice

“Partnership is fundamentally about a relationship in which all involved – students, academics, professional services staff, senior managers, students’ unions and so on – are actively engaged in and stand to gain from the process of learning and working together.

Partnership is essentially a process of engagement, not a product.

It is a way of doing things, rather than an outcome in itself.”

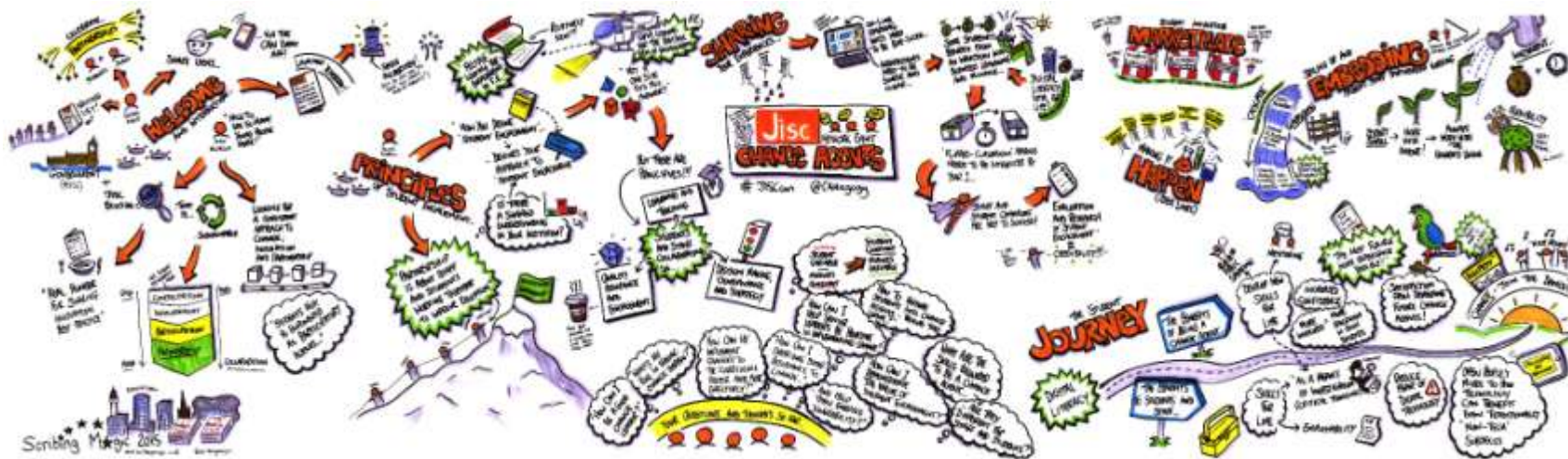
Healey, M., Flint, A. and Harrington, K. (2014) Engagement through partnership: students as partners in learning and teaching in higher education. York, Higher Education Academy. Available at: <http://bit.ly/1gztC3u>



- » Which of the following best reflects where your institution is on the “student-staff partnerships” journey:
- > Considering
 - > Starting out
 - > Piloting
 - > Scaling up / embedding

Jisc What does a successful student staff partnership look like?

Using the materials provided, create a representation of what a successful student staff partnership will look like in 2020



Be as creative as you wish!

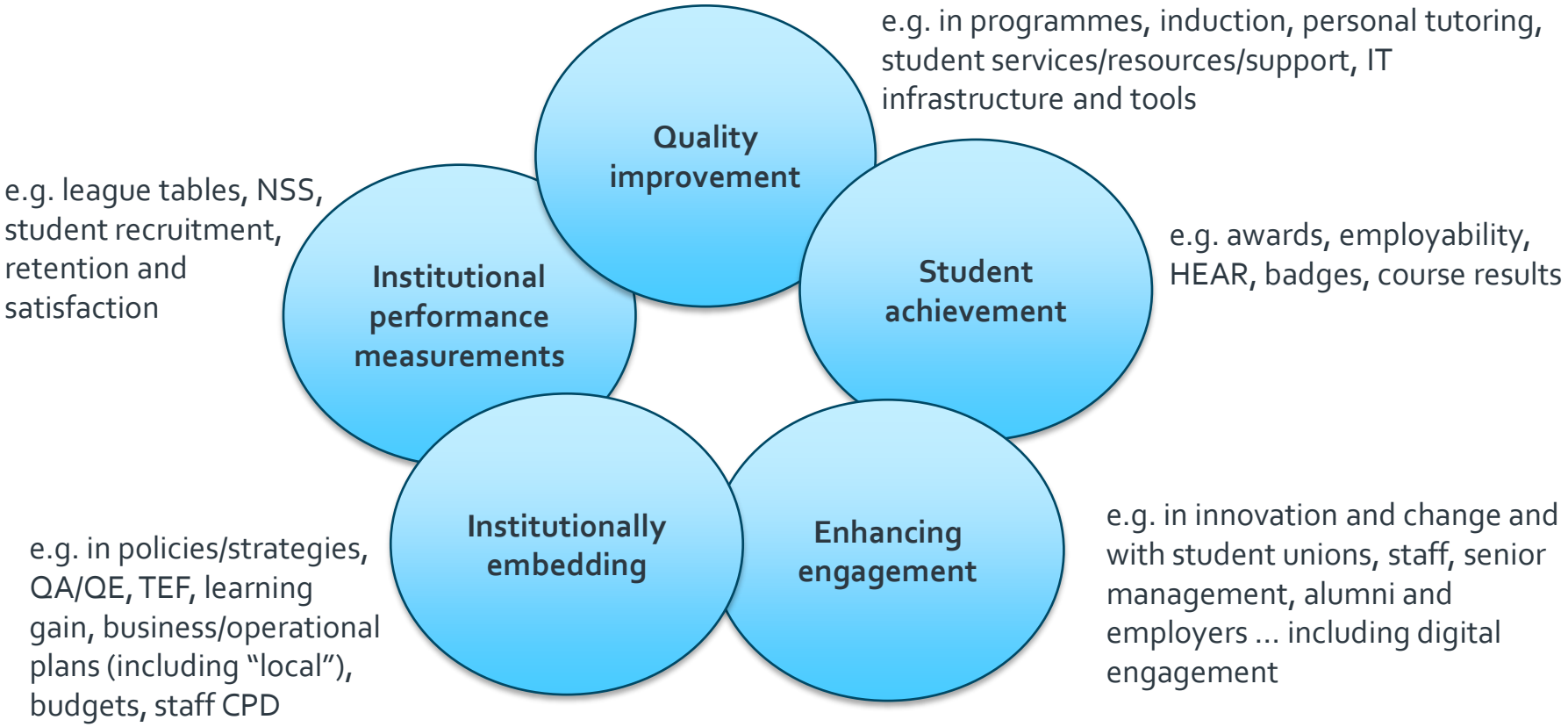
- » Students (*who actively engage*):
 - > Confidence (*digital, personal, professional*)
 - > Active engagement in live and meaningful research
 - > Development of key employability skills (*e.g. team working, leadership, influencing*)
 - > New/improved career opportunities
 - > Community, belonging, connections, making a difference
 - > Recognition/potential accreditation (*e.g. leadership awards, HEAR*)
- » The wider student body:
 - > Empowerment - positive and informed changes to overall student experience (eg improved services, stronger voice, exposure to wider skills set beyond chosen curriculum)

- » Staff (*who actively engage*):
 - › Increased digital confidence and range of digital technologies and techniques
 - › Increased insight to student needs, culture and experience at curriculum/school/institutional levels
 - › Benefitting from student creativity, drive and passion
 - › Changing relationships - mutually supportive and increased engagement
 - › Professional reputation
- » The wider body of staff:
 - › Empowered, more engaged and satisfied students
 - › Staff benefitting from student digital skills

- » Students are highly creative and effective at driving enhancements to the student experience e.g.
- » Understanding of the 'lived' student experience
- » Student satisfaction and institutional reputation / performance in league tables, surveys, online communities (*e.g. NSS, student employability*)
- » Embedding student-staff partnerships in policies, plans, QA and QE/ change initiatives and support services (*"local" and institution-wide*)
- » Student-staff partnerships can play a crucial role in strategic business process re-engineering / student journey / integrated ICT initiatives

- » On the walls you will find flip charts with the following headings:
 - > Impact on students
 - > Impact on staff
 - > Impact on institutions

- » Use the post-it notes to share your experiences of how student staff partnerships are impacting in your context



» In small groups discuss:

- > How are you currently measuring impact of your student staff partnership work?
- > What are the most important measures for your institution?

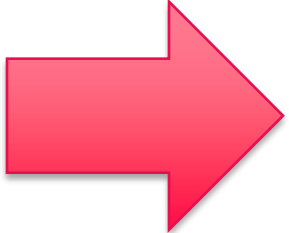
Be prepared to feedback the one most important measure

Split into two groups:

Pragmatists



Identify challenges



Change agents



Come up with solutions to the challenges

- » Benefits of student-staff partnerships
- » Quick start
- » Viewpoints implementation framework, resources and guidance:
 - > partnership setup
 - > partnership implementation
 - > capabilities, development and accreditation
 - > sustaining and embedding partnerships based on evaluation of impact
- » Case studies
- » Webinars
- » Other agency initiatives



Online guide available from:

<http://bit.ly/jisc-partnership>

Viewpoints: a framework/process to support change



University of ULSTER **Viewpoints**
Reflective Worksheet

Objective: Increase the employability of graduates during their final year.

Reflections:

- Final year:** Clarify goals/priorities, Identify strengths and weaknesses, Develop strategies and challenges.
- Final year:** Work-based scenario/challenge and student response (to be revisited mid-term and final phase).
- Final year:** Present opportunities to get on track.
- Mid-term:** Present opportunities to get on track.
- Final phase:** Present cards back.

Your plan:

- Work-based scenario/challenge and student response (to be revisited mid-term and final phase)
- LMU Quiz (Finals/Online) - challenge current knowledge
- Self-Assessment/Skills Audit - in partnership with Careers Dept
- Peer review of CV
- Block 1/1 - Criteria - Self audit - this may not criteria? Estimate their own audit

Action points:

Reflections:

Workshop Project Access and Distributed Learning, University of Ulster
<http://viewpoints.ulster.ac.uk>

Available from <http://bit.ly/jisc-partnership>

4.3 Good practice in sustaining and embedding partnerships based on evaluation of impact

<http://bit.ly/jisc-partnership-sustaining>

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Adopt a range of data collection techniques to support evaluation

- How can students actively participate in and undertake evaluation?
- What are the best techniques to use to evaluate student-staff partnership work?



Developing successful student-staff partnerships guide <http://bit.ly/jisc-partnership>

Top tips for developing your approach

- When trying to establish the baseline position, take advantage of existing data such as student surveys
- Students should be given the task of researching and evaluating initiatives as a key feature of their roles, for example as change agents or as researchers
- Evidence that students collect as part of their portfolios can be used for evaluating student-staff partnership, though permissions must be agreed
- Consider use of cognitive mapping techniques to aid triangulation of responses from surveys
- Consider the use of focus groups and informal discussions to explore complex behaviour, clarify results from surveys and add human dimensions to impersonal data
- Consider use of visual data to help convey complex concepts and seek feedback on these
- One-to-one interviews enable in-depth investigation of issues and minimise the likelihood of individual interviewees being influenced by others as can happen in a group situation
- Questionnaires enable large samples to be collected at relative low cost and in a standardised way, though consider survey fatigue and the dangers of incorrect completion
- Statistics are useful for evaluating usage patterns and tracking trends and changes, but are generally not useful for in-depth analysis

Developing successful student-staff partnerships guide <http://bit.ly/jisc-partnership>

» Jisc, NUS and TSEP

» <http://bit.ly/digstudentbenchmark>



The image shows a page from the 'Jisc NUS Benchmarking tool: the student digital experience' report. It features the NUS logo and the 'the student engagement partnership' logo. The page contains a table with five columns: 'Good practice principle', 'First steps', 'Developing', 'Developed', and 'Outstanding'. The first row of the table is highlighted in blue.

Good practice principle	First steps	Developing	Developed	Outstanding
Communicate with students about their digital experience	<p>Students know where to go for help with digital issues.</p> <p>Students know what networks, devices and hardware are available to them.</p> <p>Students know what digital content and services are available to them.</p> <p>Students know how the college/university uses their personal data.</p>	<p>Students are advised on a course-by-course basis what devices and services they should bring to support their studies.</p> <p>Students understand policies affecting their use of digital technologies e.g. fair use, plagiarism and copyright, 'switch it on', netiquette, e-safety.</p> <p>Students know how they can comment on and contribute to digital provision and the</p>	<p>Students are involved in decisions about digital provision through user groups and other feedback.</p> <p>Student reps have a good understanding of digital issues.</p> <p>Students are regularly polled about their digital experiences and their feedback is acted on by services and departments.</p> <p>Informal feedback is routinely sought in teaching groups and</p>	<p>Students are involved as partners in developing the digital environment and the digital experience e.g. as digital champions, developers, co-researchers, interns, and are trained and supported to engage fully in these roles.</p> <p>Staff and student groups work together to understand digital issues in and out of the curriculum, and to take forward solutions.</p>

1. Use our Twitter hash tag #JiscCAN
2. Reflections on the padlet <https://padlet.com/sarahknight/lincoln>
3. Share ideas on our Learning wheel: <http://goo.gl/nkHISv>
4. Text wall: Send a text to 0207 183 8329 starting with digi



- » Send a text to 0207 183 8329 starting with digi
- » NOTE - if you don't start the text with digi, it won't go to our inbox

What one thing are you going to do as a result of this event to advance or enhance your student staff partnerships?



- » Jisc NUS TSEP Benchmarking the student digital experience – <http://bit.ly/digistudentexp>
- » Enhancing the student digital experience - <http://bit.ly/digitalstudentguide>
- » Developing successful student staff partnerships - <http://bit.ly/jisc-partnership>
- » Change agents' network – <http://can.jiscinvolve.org>
- » Case studies of institutional practice - <http://digitalstudent.jiscinvolve.org/wp/exemplars>
- » Using technology to support employability - <http://bit.ly/employabilityproject>
- » The Student Engagement Partnership – <http://www.tsep.org.uk>
- » REACT project – <http://www.studentengagement.ac.uk>

Jisc Change Agents' Network

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Join our mailing list:

<http://www.jiscmail.ac.uk/CAN>



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