Interdisciplinary approaches to Student Engagement

With Student Consultants on Teaching (SCoTs)

Better Engagement and Teaching

Learner friendly design and use of technology

Interdisciplinary teaching for graduate gains

-Developing digital agility and infrastructure

- Continuing professional development

Student centred co- produced curriculum





Engage

Include

Content

Pace and Delivery

Inspire

- Start earlier online and learn better in class
- Joint student - staff peer review of practice

- Peer led and collaborative approaches

- Flip the classroom to extend participation and progression

Involve students in design of virtual learning environment Creating and curating media to flip learning media to flip learning workshops Review online materials adding learner evamples from different stages of the learning process

Using media to Flip learning

Feedback from participants

- 1. Access learning when wanted
- 2. Better prepared for class
- 3. Flexibility for distance learners
- 4. Collaborating in groups
- 5. Take learning reflection and critical thinking further using real scenarios
- 6. Peer led collaboration improves online and in class curriculum delivery

http://edeu.lincoln.ac.uk/educational-development/flipped/

Building a learning community

Embedding learning partnership culture

- Participative pedagogies
- Student as Producer
- Student Engagement Strategy
- More equal partnerships for learning
- Student engagement in teaching and HE

Supporting Structures

- Dedicated student engagement team
- Student Engagement Champion Network
- Enhancing student representation
- Training and Learning Partnerships
- Support for staff and student progression



Jasper Shotts Senior Lecturer jshotts@Lincoln.ac.uk Student Engagement Champion



Diane Cole level 1 undergraduate in social work



Alex Curtis Level 2 undergraduate in computer sciences

How preparing online helps in class



SCoTs contribute to review by

- 1. Being impartial
- Observing both teacher and learner behaviour
- 3. Comparing teaching style that they experience in their own discipline
- 4. Facilitating participation and providing more insight into the student experience