PLANT PROJECTS:

Why, and how, I let my students take control

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<table>
<thead>
<tr>
<th>PLanT Projects</th>
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<tbody>
<tr>
<td><strong>Who for?</strong></td>
<td>Students and staff working in collaboration</td>
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<td><strong>How much?</strong></td>
<td>£500</td>
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<td><strong>What for?</strong></td>
<td>Small scale initiatives addressing student T&amp;L priorities</td>
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<td><strong>Key criterion</strong></td>
<td>Students must be actively involved in both the design and delivery of the project</td>
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<td><strong>How long?</strong></td>
<td>Approx 8 months</td>
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<td><strong>When?</strong></td>
<td>Call in October</td>
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<td><strong>Panel</strong></td>
<td>T&amp;L Dean, CQSD and RUSU</td>
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PLanT Projects might result from an interest in:

• Introducing new ways to teach, and to learn (innovation in the classroom, new module development)
• Considering new ways to assess learning (student engagement with assessment criteria and methodology)
• Technology enhanced learning (pilot projects to assess efficacy)
• Productive use of new teaching equipment (practical tools for learning)
• Exploring new teaching and learning environments (such as fieldwork)
• Producing new teaching materials (handouts and guidance for future cohorts)
TAKING THE PLUNGE

Finding inspiration

https://www.youtube.com/watch?v=pHGBrqehTuU&list=PLNF2CrqVIvQ8sJpTOTk7uXQUYtsTYZFmw&index=5
TAKING THE PLUNGE

Getting it wrong!

1. Who knows best?
2. Who is busiest?
3. Who is the leader?
4. Who is most useful?
TAKing the Plunge…

Letting it go!

Before embarking on a partnership project ask yourself:

1. Is there a genuine, and identifiable, need for change?
2. What would students bring that you cannot contribute so effectively to the project?
3. Are you prepared to actually let the students own the project?
4. Will the project have tangible, or readily identifiable, outcomes?
5. Will the project have impact, and will it be scalable/transferable?
CONTACT US...

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http://blogs.reading.ac.uk/t-and-l-exchange/