


# Students Shaping Strategy: Student Voice in the Learning and Teaching Strategy

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# Introductions

- Emily Jordan, Student SFS Project Partner,  
3rd year BA Creative Writing Student
  - Cassie Shaw, Staff SFS Project Partner,  
Learning and Teaching Enhancement Officer
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# The Student Fellows Scheme

- 60 students work in partnership with a member of staff on an educationally developmental or student experience enhancing project
- Projects can come from either staff or students
- Operate on timescales of one year or one semester
- Students paid a bursary in recognition for their time and effort




# The project

- A new Learning and Teaching strategy is under construction for implementation in 2018/19
- Canvas staff and student voice – Postbox, surveys, round-table discussions, open forums
- **What really matters to students about their Learning and Teaching experience?**






# Methodology

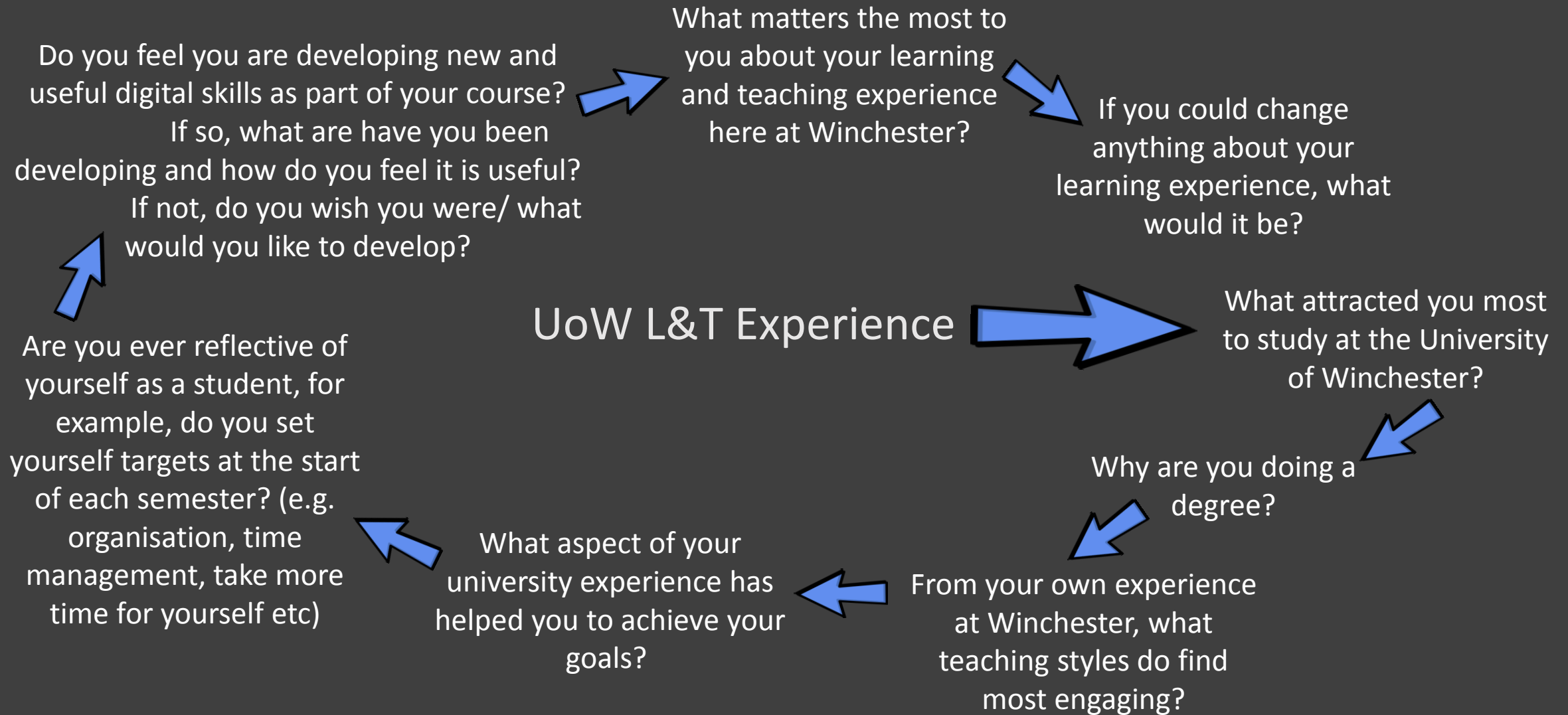
- We set up a focus group of students from across the four faculties at this institution
  - Rich qualitative data to use alongside postbox, surveys and open forum discussion
  - 2x Humanities and Social Sciences – History and Archaeology & History
  - 2x Arts – Creative Writing and Film Production
  - 2x Business, Law and Sport – Fashion, Media and Marketing and Law
  - 1x Education, Health and Social Care – Primary Education
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# Methodology

- Focus group questions, designed by Emily and Cassie on Google Docs
  - The focus group questions also had influence from discussions with Faculty Chairs and Academic Quality and Development
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# Methodology



# Key Areas of Student Voice

- Lectures
- Assignments
- Employability
- Experience
- Communication



# Lectures

- Size of the seminar groups
- Active learning and discussion
- “The most engaging are the interactive and active learning lessons”
- Interaction with lecturers
- Integration of technology



# Assignments

- Personalised assignments, exploring their own interests
- Feedback from assignments to feed forward into future work
- Assignment staggering
- Desire to be taught all content before the assignment deadline
- Authentic assessments
- Clarity in marking criteria, so marks can be better understood



# Employability

- Students highlighted employability as a defining feature of motivation for attending university
- Assessments as “real world” experience, preparing students effectively for future careers
- Focus L&T on development of skills and preparation for industry



# Experience

- Personally tailored experience
- More out of the experience than the grades, being prepared for the industry
- Gaining knowledge rather than just grades
- Winchester is highlighted in the focus group as particularly good at this due to the institution size



# Communication

- Continuity of a point of contact for students, so tutors provide a personalised advice
- Issues of communication between staff - students/staff - staff
- Clarity in module handbooks



# Key Learning and Teaching Strategy Headline Features:

Small seminar groups and class/ one-to-one discussions

Technology in the classroom

Personalisation

Parity in assessment criteria/ marking between lecturers

Student's ability to see *why* they have received the mark they have - marking criteria

Assessment feedback to show patterns for improvement – feeding forward

Desire for authentic assessment

Employability is a key driver for coming to university – L&T needs to reflect this

Better communication between staff

Open door policy for tutorials



Thank you

Any Questions or Comments?

