



## **CoLab: The Success and Struggle of a Student Enterprise**

### **Presenters:**

Sarah Campbell, CoLab Team Leader (Psychology student) CoLab team member; SCEPTRe, University of Surrey, Guildford

### **Session description**

This session will tell the story of the journey the CoLab team members have travelled, discussing and evaluating their activities and the role of students as teachers, evaluators and in partnership development. It will cover the issues around students as partners and deliverers in a culture of students as solely learners and the struggle of leading and delivering initiatives as a student. The second part of the session will be a problem-solving exercise in groups, discussing (and hopefully finding solutions to!) the problems CoLab has encountered with being innovative and creative in an established institution, made harder as a student.

CoLab is a student-led enterprise encouraging and supporting collaboration between students, the wider university community and business. Set up in March 2007, the initial focus was on students sharing expertise in technologies. CoLab has grown and established itself as a provider of skills, knowledge transfer and opportunities not otherwise offered on campus. Students involved with CoLab are engaged as teachers, and CoLab's workshops, delivered by students, see university staff and students learning alongside each other.

CoLab also provides students with access to the business community through technology forums and business networking events. CoLab has negotiated working partnerships with business and the university, positioning itself as an enterprise to change culture. Through evaluation and market research, CoLab team members appreciate the importance of reflection, and how to learn from experience, particularly from difficult experiences!

## **Get Ahead: Promoting student success with a conference by and for students**

### **Presenters**

Andy Mitchell, (student organiser), Sandra Sinfield (Learn Higher CETL), Tom Burns (LDU) & Kate Hoskins (student presenter)

Prepared with assistance from Kathy Harrington (Write Now CETL) and Debbie Holley (RLO-CETL)

### **Session description**

This presentation will constitute feedback on the 'what, why and how' of our student conference – and offer insights as to how the skills of students from diverse backgrounds can be brought together in celebrating learning and teaching.

Students and their learning are at the heart of the three CETLs (Learn Higher, Write Now and RLO-CETL) at London Metropolitan University. They work with each other and with staff across the university to encourage a whole range of learning activities, which in turn drives the Learning and Teaching agenda throughout the university. This year we hosted our second student conference designed to promote the academic success of London Met's students and to showcase the work of the three CETLs.

*...it was obvious that everyone worked really hard to put this conference together and I am really grateful. When will the next one be?*

Our conference sees itself as an event for students, organised by students and supported by students themselves as well as staff from many other departments. A recently graduated student took a lead role in organising the whole event, and will contribute to the presentation.

The subsequent evaluation of the event placed the conference as a high quality, high level event – with academic presentations on various aspects of writing (run by the student writing mentors), reading and note making, to more technological sessions, such as using a mobile phone for study.

*That was all good man...the conference was really good it helped us a lot. Keep up the good work*

*First Class writing – it gave me confidence about how to improve my writing skills*

- Delegates will come away from this session with a toolkit for arranging their own event
- They will have a clear idea of potential time, effort and pitfalls
- Our collaborative resources will be demonstrated and afterwards will be freely available for delegates to use within their own institutions.

### **How can we capture, disseminate and sustain the CETL Student Network?**

#### **Presenters**

Rebecca Freeman, Birmingham City University and Linda Graham, Northumbria University

#### **Session description**

The CETL Student Network is by its nature an ever changing and advancing group which quickly adapts to the needs of the students engaging with CETLS who it supports and encourages. Currently the networks activity is financially supported by individual CETLS and the HE Academy. Over the next 2 years we need to capture and disseminate the work that the network has and continues to produce and to develop the sustainability of the network beyond the CETL initiative.

This session will focus on the ways in which the work of the network has been captured and through discussion with participants will develop an action plan for how the CETL Student Network will work to capture and evaluate work in the future. The session will identify the benefits to students that have been involved at various levels and will focus on how our experience as a national community of practice can be evaluated and embedded both at individual institutions and nationally to strengthen the focus on student engagement in learning and teaching for the future.

Student and staff colleagues from CETLS, the HEA, Students' Unions, SPARQS and the NUS will be invited to participate in the session to in put their perspectives in a sustainable students led future in learning and teaching.

### **Assessing your IT confidence and comparing this with 1<sup>st</sup> year foundation degree learner results**

#### **Presenters**

Karen Foster (Yeovil College, formerly South Devon College)

Amanda Isaac (North Devon College)

#### **Session description**

1 Introduction and explanation of our CETL project:

The UPC HE students tend to be more mature within our colleges and may arrive with little research experience. Their learning curve is very steep and we are aware that much support is needed to help them develop their IT, research and referencing skills. We are aware, in our own colleges, that the students do not use the Portal and particularly the e-resources as much as they could.

We feel that in some cases their limited IT confidence inhibites their intuitive use of e-resources and this prevents them from reseaching reffectively and could be a significant barrier.

In September 2007 we gave confidence logs to 1<sup>st</sup> year foundation degree health and social care or early years at South Devon, North Devon, Yeovil and Somerset colleges. We asked them again for their confidence logs in April 2008.

- 2 An overview of how we have developed resource research training sessions in each college
- 3 An overview of some of results –the significant findings
- 4 Activity
- 5 Discussion during the activity on how the results of the audience compares the results of our CETL project
- 6 Summing up of how we believe sessions for the learners can be improved further

### **Supporting students to set up a study to evaluate their practice placements.**

#### **Presenters**

Nicky Packer. Haroun Rashid. Kojo Hagan  
Mental Health and Social Work CETL, Middlesex University, London

#### **Session description**

The Aim is to discuss approaches used to engage students in the CETL in research activities about issues identified by them to enhance their learning during their practice placements.

The Outcomes

It is hoped that the participants would:

- a. Identify appropriate approaches that may be necessary to motivate students in the activities of the CETL
- b. Encourage students to make choices about the issues that are realistic for research purposes.
- c. Outline some strategies that may enable students to realise their aims and achieve satisfaction from being in the students' research group.
- d. Gain information about local decision making bodies or departments and processes that may be necessary to carry out any plans.
- e. To identify ways of increasing students influence in the activities of the CETL to enhance their learning.

### **Net(work) yourself a job? CETL student engagement and employability**

**Presenters:** Louise Goldring; Jamie Wood; Laura Jenkins; CEEBL Student Interns; CILASS Student Ambassadors

#### **Session Description:**

The Centre for Excellence in Enquiry-Based Learning (CEEBL) and the Centre for Inquiry-based Learning in the Arts and Social Sciences (CILASS) are involved in very similar educational development activities. Both CETLs consider student engagement and co-consultancy central to their work, as demonstrated by the CEEBL Student Intern Programme and the CILASS Student Ambassador Network.

In this workshop we will be looking at the ways in which student networks inform our respective CETLs through enquiry-based methods and the ways in which our student networks are working collaboratively, to both the CETLs' and the students' mutual benefit. The workshop will explore what student members of networks such as these feel that they have gained from membership and involvement in educational

development activities. It will also ask participants to consider the applicability of the collaborative enquiry approaches taken by the students to (a) take back to their own CETLs and (b) more generally in their interactions with students. We will also encourage participants to consider the various skills and competencies students develop by being (a) partners in educational development activities, and (b) members of networks such as those at CILASS, CEEBL and the National Student Network.

Our findings from this workshop will go on to inform a later session at the Learning through Enquiry Alliance Conference where staff from these CETLs will hear what student networks actually mean to the students involved in them.

### **Two students (pre registration nursing programmes year 1 and year 2) involved in a 'buddying' project to enhance student experience whilst on community placements**

#### **Presenters:**

Sally Iles, Principal Lecturer, Curriculum and Staff Development/CETL4HealthNE Fellow, Northumbria University

Suzanne Joyce, Practice Placement Facilitator, North Tyneside Primary Care Trust

Lesley Scott, Centre Manager, CETL4HealthNE, Newcastle University

#### **Session description**

This session will enable participants to engagement with the process and outcomes of a pilot project which involved creating opportunities (protected time and space, comfortable environment) for second year health care professional students (nursing students) to 'buddy' first years whilst on community placement within a local Primary Care Trust. The rationale for this was based on the premise that students on their first community placement may feel isolated, particularly as their previous placement experience will have been in a hospital setting and they will be singly allocated. When this project was discussed informally with community practice staff and third year students they were supportive of it and recognised its potential benefits. The pilot involved preparing second years which required strategies to enable them to articulate their experiences in a relaxed and friendly environment and recognise the value of those experiences for first year students. They needed to work out how they wished to facilitate the three sessions and also to consider and identify the boundaries of these relationships. An appropriate ice breaker proved vital to the process. This was followed by the use of snakes and ladders game board to capture the ups and downs of their placement experience to date and rapidly revealed shared experiences which could be helpful to first years.

### **Student Enhanced Learning Technologies in Health Scheme**

#### **Presenters:**

Nigel Wynne: Senior Academic L&T, Faculty of Health, Birmingham City University

Matthew Stuttard: Multimedia Design Student, Aston University

Chris Chorley: Illustrator and recent graduate from the Birmingham Institute of Art and Design, Birmingham City University

Janine Stephenson: Learning Technologist: Faculty of Health, Birmingham City University.

#### **Session Description:**

Title: The Student Enhanced Learning Technologies in Health Scheme: A presentation and workshop on the student facilitated development of interactive learning objects

Within the Faculty of Health, Birmingham City University, a scheme was introduced in 2003 that provided work experience and placements for computing, art and design and multimedia students. Here students from other Faculties within the University and other University's within the region, are based within Health and work with academic staff and health care students in order to help them design and develop interactive skills focussed learning objects. Students are supported on the scheme with access to the latest software and hardware, support from the Faculty's Learning Technology team, and through close access to the Faculty's student body. The latter allowing them to evaluate the resources they are working within.

Session design is Facilitated by a series of workshops on Interactive Resource Design (WIRED) events, here students help staff to design and plan their resource developments.

This scheme represents a real synergy between teaching staff needs in one particular Faculty and the preparation for employment needs of non-health students and is an excellent example of staff and students working in partnership. It is well valued by participants and is rated as the best placement opportunity by a neighbouring University, as one student testifies;

*“This scheme has offered me the chance to work alongside professional web developers, modellers and illustrators as well as the opportunity to interact with a team of academics and students on real life projects.*

*The scheme has helped me develop my skills, not only technically but also working within a team, by involving me in real life projects for academic clients, enhancing my CV/Portfolio in a direction I would have struggled to achieve otherwise/elsewhere essentially extending my employability within the industry.”*

The proposed session will begin with a short 20 min presentation describing the STEALTH scheme and a demonstration of some of the current student's work. A WIRED event, will be facilitated by a team of multimedia students, illustrators and learning technologists, in which participants will have an opportunity to design a an interactive learning resource.

### **Student Writing Mentors: balancing work with study**

#### **Presenters**

Savita Bakhshi, Anna St. Juste- Jean, Maria Kouyoumdjian, Andrew Majiga, Paul McNaught, Deana Neubauer, Patrick Nicholson, Holly Raff, Lynn Reynolds and Paul Warren.

Prepared with assistance from: Dr Kathy Harrington (Write Now CETL), Dr Peter O'Neill (Write Now CETL), Dr Katerina Koutsantoni (Write Now CETL) and Andy Mitchell, (Student organiser, Reusable Learning Objects CETL).

#### **Session description**

##### **Aims**

This lively session will be run by Student Writing Mentors working for the Write Now CETL Writing Centre at London Metropolitan University. The Student Writing Mentors are undergraduate and postgraduate students who are trained in assisting fellow students with their writing. They have offered around 1600 one-hour long tutorials for London Met students during the first two years of the scheme. The session will offer a description of the scheme and its aims with participants given the chance to try 'Freewriting', a commonly used technique used by the Writing Mentors to get students started.

The aims of the session are to offer an overview of the role of a Writing Mentor and the ways in which collaboration with students helps them with their writing. Specific information about training to become a Writing Mentor will also be provided. An account of Mentors' personal experiences will explain how balance between working as a Mentor and doing academic study is achieved, and the Mentors will examine possible conflicts of interests which emerge when working with fellow students. The session will also include a discussion regarding improvements to Mentors' academic and social skills.

Group-work to reflect on participants' own experiences as students working with CETLS as well as a question and answer session at the end of the workshop will give the audience an opportunity to ask the Mentors questions about their work and any other issues highlighted during the session.

#### **Outcomes**

- Delegates will be made aware of the Writing Mentors Scheme at the Write Now CETL Writing Centre at London Metropolitan University.

- They will also be given an opportunity to ask questions about the scheme and specifically about the training we undertake before becoming Writing Mentors.
- They will be able to reflect on their own positions in the light of the issues raised by London Met Mentors.

### **Student engagement in peer appraisal**

#### **Presenter:**

Jayne Garner - Research Fellow  
Centre for Excellence in Teaching and Learning  
School of Medical Education, University of Liverpool

#### **Session description**

What do medical students think about assessing each other's professional behaviours? This session will briefly feedback the findings of an anonymous online survey of 500 medical students at 6 northern medical schools in December 2007. Students were asked:

- how they would feel about assessing their friends and peers
- what aspects of professional behaviour they would feel comfortable assessing
- if this information would be useful to their learning

The results include many qualitative comments which highlight students concerns including bias, training, feedback and why they should be doing the job of their tutors. The results of the survey will be of interest to anyone already using peer appraisal or assessment, or considering its introduction.

### **Call and response: enabling students to ask the questions.**

#### **Presenters:**

Matthew Sharples, Kirsty Magnier, EL CETL, University of Plymouth

#### **Session description**

There is considerable focus within the CETLs on 'enhancing the student experience'. But what does this really mean, and what are the methods being used to investigate the nature of the student experience within Higher Education?

This session begins by asking students to consider what they understand by the phrase 'enhancing the student experience', and how the CETLs might achieve this. We will then introduce some of the research methods currently used by the EL CETL to research the student experience of learning in the field, laboratory, and workplace. We will outline the key features of qualitative and quantitative data collection methods, explore some of the situations in which different methods are used, and discuss the ethical implications of undertaking this type of research. Participants will then be invited to 'learn by doing' by using some of these methods to collect information about their colleagues' learning experiences.

Our key objectives are to;

- Introduce the various research methods which can be used to research the student experience;
- Determine which methods are most appropriate for which situation, and the nature of data that can be collected;
- Find out from the students which questions they think we should be asking in relation to their learning experience.
- Provide the opportunity for students to test out some of these methods by asking colleagues about their own experiences.

## **Surrey's student networkers – agents of enquiry**

### **Presenters:**

*Two student networkers, to be decided and either Jo Tait or Clare Dowding (probably) SCEPTRe, University of Surrey, Guildford*

### **Session description**

Over two years, SCEPTRe (Surrey Centre for Excellence in Professional Training and Education) has employed, on a flexible part-time basis, over 40 student interns in various roles. They have been called, variously, *expert students*, *student networkers*, *CoLab* team members and most recently, *student receptionists*.

This workshop will provide a forum for the 07-08 student networker team to describe the experience of working and enquiring with SCEPTRe. Over the year, they have worked as a team and in pairs to talk with students and staff about working and learning at University and on placement. The processes of enquiry and the personal and professional learning that came from that work will be the focus for the session rather than any findings from the enquiries they undertook.

Workshop participants will have an opportunity to share the *networker* experience by engaging in one or more of the appreciative, developmental processes that students designed for themselves.