Ways of engaging students in higher education as partners in learning and teaching is arguably one of the most important issues facing higher education in the 21st Century. Partnership is essentially a process for engaging students, though not all engagement involves partnership. It is a way of doing things, rather than an outcome in itself. This interactive session will explore four ways in which students may be engaged as partners through: a) Learning, teaching and assessment; b) Subject-based research and inquiry; c) Scholarship of teaching and learning; and d) Curriculum design and pedagogic advice and consultancy. Particular attention will be paid to how we may build on and move beyond listening to the student voice and involve students as change agents who can have an impact on the teaching and learning that they and their fellow students experience, through mentoring staff, co-researching teaching and learning, and co-designing the curriculum. It will draw on numerous case studies from Europe, North America and Australasia.

Date: Friday, 23 October 2015
Time: 10.00am Seminar followed by Workshop at 11.00am
Venue: Room 313a, Advanced Engineering Building (49), (St Lucia)
Register: HERE

Mick Healey is a Higher Education Consultant and Researcher and Emeritus Professor at the University of Gloucestershire, UK. Until 2010 he was Director of the Centre for Active Learning, a nationally funded Centre for Excellence in Teaching and Learning at Gloucestershire. He is also a Visiting Professor at UCL, UK; The Humboldt Distinguished Scholar in Research-Based Learning at McMaster University, Canada; an adjunct Professor at Macquarie University, Australia; an International Teaching Fellow at University College Cork; and a Visiting Fellow at University of Queensland. He was one of the first people in the UK to be awarded a National Teaching Fellowship (NTF) and to be made a Principal Fellow of the Higher Education Academy.

Mick is an experienced presenter. Since 1995 he has given over 500 educational workshops, seminars and conference presentations in 18 different countries. He has written and edited more than 180 papers, chapters, books and guides on various aspects of teaching and learning in HE. He is often asked to act as an advisor to projects, universities and national governments on aspects of teaching and learning in HE. Mick is a frequent visitor to Australia and has presented at approximately two-thirds of Australian Universities.