Students as Partners in Learning and Teaching – Peter Felten, 22 October 2015

- PF background is History – History is not a mystery
- Teaching to students VS teaching with students
- But NOT students teach us
- Partnerships
  - Example Music students ear-training
  - Students have to help how to teach this class
  - Reframing the class: 1st example and write down NOW: example from charts (students more familiar with music)
  - Over all outcomes are better, closer relationship between students and teacher, new experience \( \rightarrow \) combined
  - Solution is sometimes simple, different perspectives helping to find solutions
- What is a Partnership:
  - Collaborative process
  - All participants have opportunity to contribute equally – make sure that this is always the case
  - Focussing on practices of and question Teaching and Learning
  - Different kind of expertise:
    - Designing (How to do it)
    - Responding (How to do it)
    - Assessing (How to do it)
  - Student’s knowledge from experience!!!!!! But not experts
  - Students have a voice \( \rightarrow \) structure of universities make it hard to hear \( \rightarrow \) two class
  - Repeat
  - Reciprocity
  - Responsibility
  - Students do not believe in working in partnerships!!!!!
- Challenges
  - Expertise
    - Set up/recognize \( \rightarrow \) who brings which expertise
    - No meetings in office
  - Context
    - All sorts of context but how to present and assessed
  - Time
    - Planning, Meeting, Organisation \( \rightarrow \) but time well spent when good results
  - Inclusion
    - Who brings expertise to answer your question, where to find them, who to ask
- An academics Perspective
  - Understanding changes
o Why Ac with Ss
  ▪ Seeking new insights
  ▪ Solves persisting teaching problem
  ▪ Enhancing democratic values and pedagogy

o What are your goals
  ▪ Respect, responsibility, recip.
  ▪ Research proposal: experts have blind spots, students help to understand why some things are hard to learn/understand

• How do you do it
  o Designing: redesigning courses!!
  o Responding: in real time
  o Assessing: example psychologic writing assessment scale and Ss feedback to scale
  o !!!Facilitating!!

• Partnerships in action
  o Start small be patient
  o Shared purpose
  o Integrate PS in ongoing work
  o Allies

• Results
  o Takes time example. Diary from teacher week 7: no chance, week 11: perfect
  o Engagement: motivation and learning
  o Awareness: developing metacognitive
  o Enhancement: work together no adjustments

• Questions:
  o essays as learning reflections
    ▪ Method in theory good, but students not good in reflecting
    ▪ Better: exam wrapper: Name how much time and how did you study, now look at results, how will you study different = diagnosing the problems → reflecting on learning
  o Recruit students
    ▪ Snowball system
    ▪ Money
    ▪ Time
    ▪ ECTS
    ▪ Meaningful

• Comment: Email First Name
• Buzz: empower, students, motivation, meaningful, worth it