Imperial College London

Start of Projects welcome June 2023

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STUDENT SHAPERS

What are your thoughts on your forthcoming project?

StudentShapers: what challenges do you think you might encounter on your partnership project?

https://padlet.com/bmarkwick/10ty8lufd850ytew

StudentShapers: what are you most excited about for your partnership project?

https://padlet.com/bmarkwick/oenww8m1sgme5wcv

The Learning and Teaching Strategy

- …**create more space for innovation in education, for multidisciplinary activities and for students' engagement with teachers, with each other,** and with the world outside of Imperial.

- …**more interactive, more supportive, more challenging** and more rewarding for our students…

- …**an inclusive and diverse community** where different backgrounds and cultures in staff and students are cherished and celebrated, and their different cultural experiences and identities are embraced…

- …develop **online and digital enhancements to our curricula**, our evidence-based pedagogy, our community building and our focus on teaching global challenges…
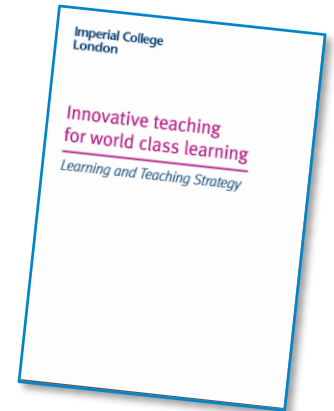
Prof Peter Haynes, Vice Provost (Education and Student Experience)

" Our Learning and Teaching Strategy commits us to working in partnership with students to improve and enhance their education and wider student experience. We do this not only because we value the contribution that our talented students can make, but also because we know that students work most effectively when they feel part of a community in which everyone can play their part.

The StudentShapers programme is a fantastic, practical example of this commitment, providing real opportunities for students and staff to collaborate to develop our educational offering. Previous StudentShapers projects have covered a wide range of activities and strengthened our community. I'm excited to see further benefits arising from these genuine partnerships between our staff and students over the coming year."

Our Learning Community

Student Shapers Promo (Short Version)

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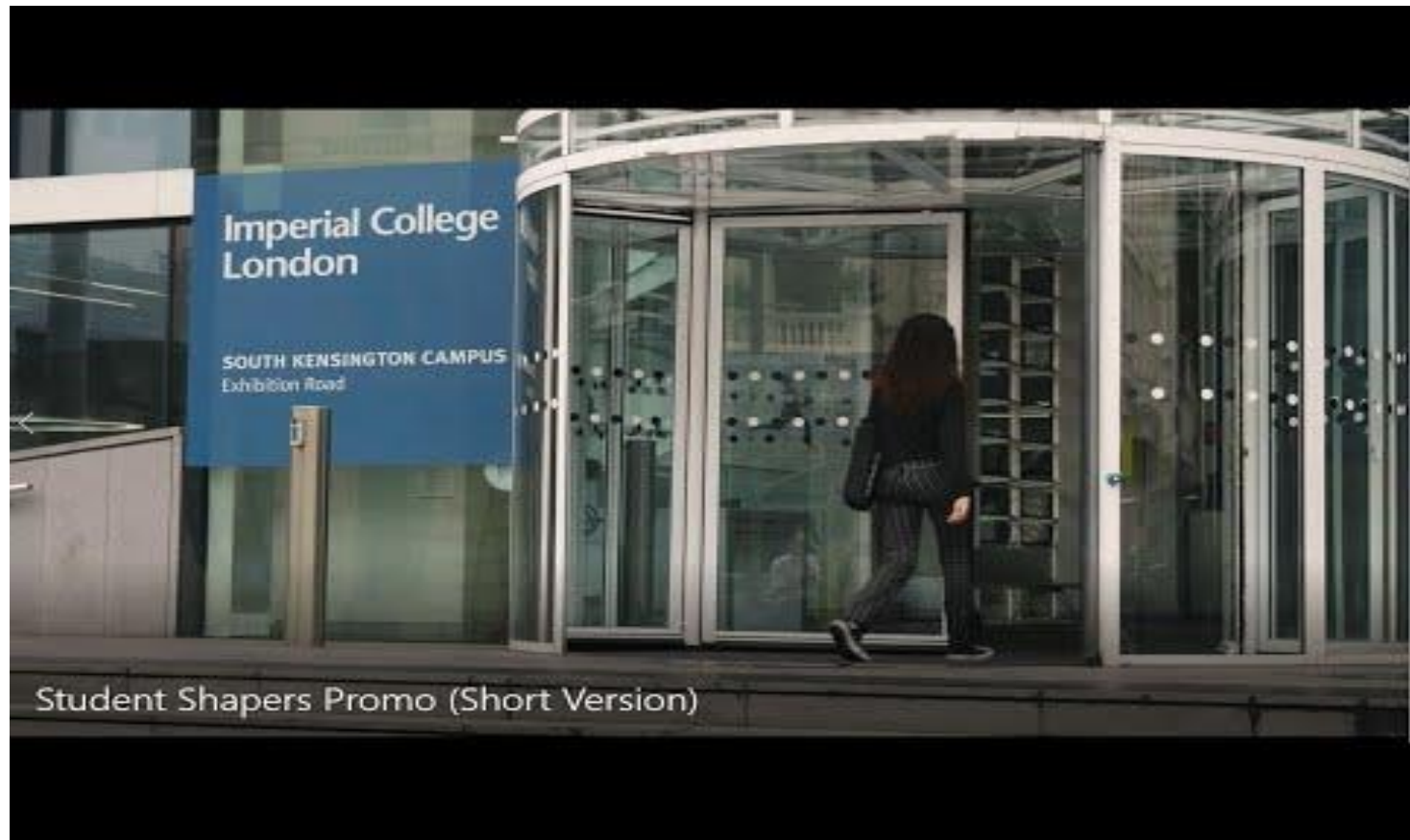
ICU Academic Rep Network and StudentShapers

Academic reps are (unpaid) **volunteers**: their primary role is that of consultation and feedback

StudentShapers are **financially supported** to undertake a collaborative partnership with a staff at much greater levels of time commitment

How has the ARN informed your work? How might your work be enhanced with the ARN in the future?

StudentShapers in 2022-23

- 37 projects active in 2022-23 (4 completed)

- **107** staff involved in 2022-23

- **109** students involved in 2022-23

- **1000's** of student impacted by your work.

StudentShapers in 2022-23

Collectively, we as community of StudentShapers have the power to lift the educational experience at Imperial a lot!
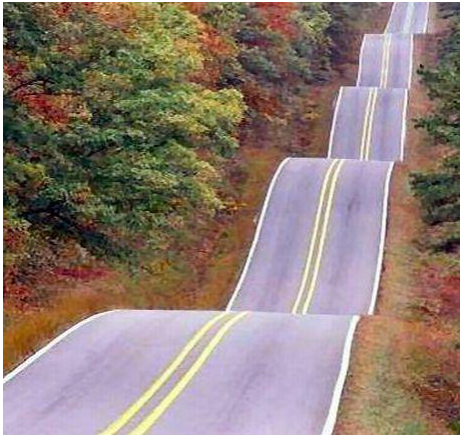
Studentshapers: a *relational* approach

- StudentShapers is about adopting a **partnership** relationship with students

  – Working as

  collaborators

  co-creators

  colleagues

  on a problem or project

- Student expertise is different but equally valuable

Working with Student partners

A bumpy road to success…

- Navigating a new (temporary) relationship between staff and students
- An opportunity to develop ideas from both staff and students
- Nature of partnership project; time, duration, student and staff contributions vary dependent on the project

…no one size fits all…**it depends**…

Partnership is….

"a collaborative, reciprocal process through which all participants have the opportunity to contribute equally, **although not necessarily in the same ways,** *to curricular or pedagogical conceptualization, decision making, implementation, investigation, or analysis"*

(Cook-Sather et al, 2014, pp. 6-7)

Students have new expertise

- Hybrid/online learning: the good, bad, ugly…

- What are the good bits? How do we integrate them into the 'old' way of doing things?

- How has the relationship between staff and students been changed? How do we need to develop if further?

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Student perspectives

…the first month posed quite a stark learning curve, not anything akin to poring over textbooks or learning clinical skills. Rather, it was an attitude adjustment of sorts from the concept of supervisors to staff partners: of calling doctors who had I encountered them in any other clinical setting been referred to as 'Dr X' or 'Dr. Y' by their first names, of feeling comfortable interjecting or offering opinions in our meetings, and of taking charge on specific portions of our research as if we were of equal value rather than the subordinates medical students often feel like.

…ultimately, it left me feeling more prepared and well-equipped for the years of teamwork that lie ahead in a career…

Yuri Aung, StudentShaper, 2019-2020

Aung, Y.Y.M., 2021. The student perspective of a staff–student partnership scheme. *The Clinical Teacher*.

Student perspectives

"getting to work with staff from the department made me feel I was part of Imperial's [Dept X] community in a deeper sense and made me see once again that staff and students are not two separate, independent bubbles"

"…a development in my sense of responsibility, knowing that the work we were doing could vastly affect the experience of hundreds of new students"

Ideas for starting out on your project

1. Start on a small scale by working with two or three students where there is a specific yet meaningful contribution for students to make to the research endeavour. (A small group of students might build student confidence to contribute more actively)

2. Start the partnership by explicitly discussing the idea of working in partnership and the values underpinning how the collaboration will work, while establishing through dialogue appropriate boundaries and expectations.

3. Decide on personal learning goals, ways of working, and timelines together at the beginning of the partnership, and revisit and revise together as needed.

4. Discuss the idea of expertise and acknowledge the expertise students possess by nature of being a student in contrast to the different yet equally valuable expertise that researchers possess—emphasise the mutual learning process.

5. Listen more than talk. Pose open questions often and invite questions. Establish earlier on that dialogue is essential. Be okay with silence.

6. Create time to nurture the learning relationship that pays attention to the *process* of collaborating.

7. Be flexible to change focus or outcomes based on student contributions so the collaborative process can become co-owned as a powerful way to build student agency.

8. Celebrate effective processes of working together along with achievement of research outcomes or outputs.

9. Take seriously what students say through ongoing negotiation and dialogue while also sharing your thinking based on your expertise.

10. Create space for reflection about the partnership as a learning process for yourself and students.
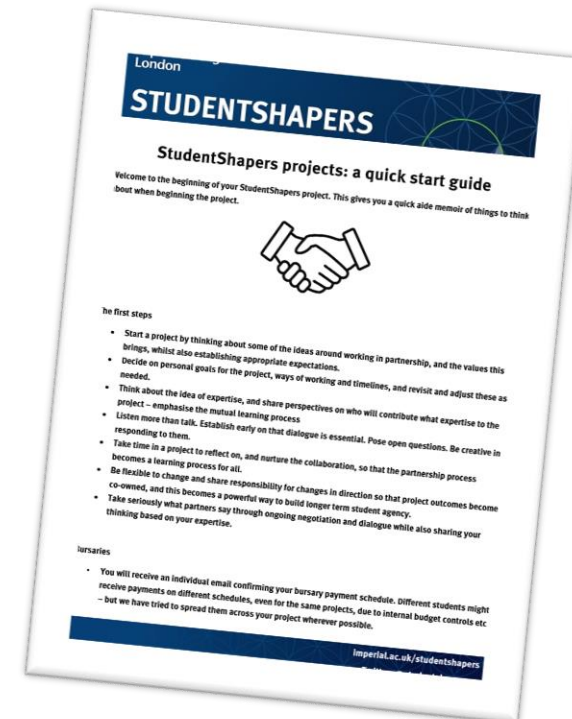
Bursaries

- Over the next week you will receive an individual email confirming your bursary payment schedule. Different students might receive payments on different schedules, even for the same projects, due to internal budget controls etc – but we have tried to spread them across your project wherever possible.

- You should receive bursary on the 7th of each month (unless the 7th falls over a weekend in which case you will receive it on the preceding Friday)

- If you have any problems with receiving your payment after checking your account, in the first instance please contact the StudentShapers Coordinator, Bryony Markwick, directly (b.markwick@imperial.ac.uk).

Practical Arrangements

- Think about how you will collaborate in a whatever working environment…MS Teams, Slack, Zoom, Trello board, Padlet board, One Note…coming into the campus, 'hybrid' arrangements.

- Summer projects adopt a 'full-time' engagement model (think Mon-Fri 9-5), BUT allow for flexibility, understand how and when you and your partners work best, and whether you want any protected time.

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Further support and information

- Reach out – send me an email (if I can't help, I'll find someone who can)
  m.streule@imperial.ac.uk
  b.markwick@imperial.ac.uk
  studentshapers@imperial.ac.uk

- Get in touch with Faculty Ed Tech teams;
  - https://www.imperial.ac.uk/e-learning/learning-technologists/

- Resources on the Educational Development Unit's Teaching Toolkit:
  - https://www.imperial.ac.uk/staff/educational-development/teaching-toolkit/

Reflecting on your project

- Think about: Output vs outcome

- Think about: Project vs partnership

- What are the measures of a *successful* project?
-
  - ✓ A well managed **project**
    - ✓ A high quality **output**
      - ✓ Impactful **outcomes**

        ✓ An authentic and effective **partnership**

        (**a** *relational* **approach**)

Why might students wish to engage in partnership?

- Increased student engagement/motivation/ownership for learning

- Increased student confidence/self-efficacy

- Increased understanding of the "other's" experience (e.g. students understanding staff experiences)

- Enhanced relationship or trust between students and staff

- Increased student learning about their own learning (meta-cognitive learning, self-evaluation, self-awareness)

- Raised awareness of graduate attributes or employability skills or career development

- Increased sense of belonging to university or discipline or community

after Mercer-Mapstone et al, 2017

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After the project…

- Tell us about it…   StudentShapers symposium

    October: Date/format TBC

Think about: Output vs outcome

Will you be involved in implementing the output and ensuring outcomes?
When does the partnership end?

Think about: Project vs partnership

Project report: short summary of project outputs and (envisaged) outcomes

Partnership survey (not shared with your staff/student partners) - to help us build better partnerships

Web:　www.imperial.ac.uk/studentshapers

Contact:　studentshapers@imperial.ac.uk

Follow on Twitter:　@studentshapers