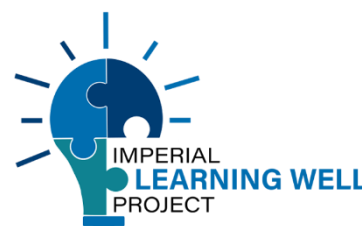


StudentShapers Recruitment: Calling Faculty of Engineering students (Y2 and above)

Strengthening the link between study strategies and wellbeing: Co-development and crafting of the Learning Well Programme for STEMM students



Number of positions: This is a reopened recruitment specifically looking for representation from Undergraduate Faculty of Engineering students within this project.

Bursary: £390 per week (9 weeks, full-time, July – August 2024), with the opportunity to continue part-time in September and October 2024 (£60 per week, approx. 1 half-day per week)

Who should apply: undergraduate students, Y2 and above, from the Faculty of Engineering

Campus/Location: South Kensington campus and online collaboration

Project details:

Driven by the University's mission to prioritise students' wellbeing in relation to their learning, and by insights from our educational research projects, we aim to take a proactive approach by creating opportunities for Imperial undergraduate students to explore different study strategies and to discuss wellbeing-related issues, and to reflect on their experiences. Essentially, we would like to develop a flexible student 'Learning Well Programme' that synergises new and existing resources and engages students with evidence-based learning and wellbeing strategies. The Programme aims to support students to consider their study approaches and scaffold them to recognise learning behaviours linked to improved wellbeing. This programme will also build upon the rich student focus group data collected in the project's research phase, which has just been concluded. Your involvement as student partners in this project is essential, and your insights and experiences will play a key role in co-creating a programme that is both engaging and pertinent to the wider Imperial community.

This project will involve three undergraduate students working closely with staff and researchers at the Centre for Higher Education Research and Scholarship (CHERS) from 1st July 2024. As a student shaper on this project, you will have the opportunity to:

- engage with and experience how the findings and pedagogical implications from educational research can be devised for practice in meaningful and useful ways
- identify gaps in current study support and wellbeing resources and develop evidence-based examples and resources
- develop your teamwork, creativity and critical thinking skills through developing pedagogical materials such as designing infographics to showcase effective learning strategies, producing podcast episodes for promoting effective learning strategies and behaviours and many more for the Learning Well Programme!

STUDENTSHAPERS

- enhance your communication skills, especially communicating the research findings to different stakeholders in higher education and via your social and academic networks
- contribute to a large, cross-College project, evidencing your ability to collaborate with multiple stakeholders

We look forward to receiving applications from a diverse range of students. Priority will be given to applicants who demonstrate a commitment to the project goals and are excited to collaborate with staff and students to co-develop practical and accessible pedagogical resources to support academic success and enhance student wellbeing. We would also be keen to hear from you if you can liaise and communicate effectively and confidently with other team members. Please highlight any other skills and knowledge you have that will contribute to the success of this project.

How to apply:



Your application should include a statement of interest (300-500 words), including your motivations to engage in the project and why you feel you are suited to the project. Please apply via the 'Student Expression of interest' form on the StudentShapers website [here](#) or access this using the QR code. This will then be distributed directly to the appropriate staff partner. You may be invited to an informal interview as part of the selection process.

Deadline: Wednesday 29th May at 5pm

Contact details: Dr Sue Sing s.sing@imperial.ac.uk & Dr Tiffany Chiu t.chiu@imperial.ac.uk for informal correspondence/questions on the project.