

# Enhancing the Student Learning Experience through Dialogue Planning #7



## Session Plan

### Format

- Online or on campus.
- 90 minute workshop: Standalone.
- 60 minute workshop: If Activity 1 is undertaken as a pre-session asynchronous activity and the break is not included.

### Intended audiences

- TQFE or PGCAP participants: as part of their taught programme.
- Academic staff: as a standalone academic development workshop or as a precursor to annual review activities.

### Mapping to Professional Standards

[Professional Standards for Lecturer's in Scotland's Colleges](#) (GTCS):

1.1.2; 1.2.2; 1.3.1/2; 2.2.1/2/5/11; 2.5.1/3/5/6; 3.1.1/2; 3.2.2; 3.3.2/3; 3.5.2/3

[Professional Standards Framework 2023 \(PSF 2023\)](#) (Advance HE):

V3, V5, K1, K3, K5, A1

### Copyright



Licensed under a Creative Commons Attribution Non-commercial 4.0 [licence](#).  
You are free to copy, communicate and adapt the work, so long as you attribute sparqs.

# Enhancing the Student Learning Experience through Dialogue Planning



## Session Plan

### Intended Learning Outcomes

By the end of this session students/participants will be able to:

1. Critically evaluate their practice to identify an area of their unit/course/module that they wish to enhance using a 'students as partners' approach.
2. Individually plan an enhancement-focused dialogue with their students using the [Student Learning Experience \(SLE\) model](#).
3. Refine their dialogue plan through peer review and critique with colleagues.

### Session Outline

#### Activity 1: Individual (20 mins)

- Familiarise yourself with the sparqs Student Learning Experience (SLE) model
  - Start with: 'Introduction to the Student Learning Experience (SLE) model': – [watch screencast](#) or [read summary paper](#).
  - Then skim read: [Student Learning Experience \(SLE\) model](#).
- Identify an area of your course/module that you wish to enhance using a 'students as partners' approach.
- Choose the most relevant building block from the SLE model to support your enhancement planning.

#### Activity 2: Small groups (20 mins)

- In small groups (2-3 participants), discuss your rationale for selecting this area for enhancement.
- Some possible prompt questions include:
  - Have you embedded student partnership approaches before? What did you learn from this?
  - What are you aiming to enhance, and why?
  - What evidence is available to support this as a priority area for enhancement?
  - For TQFE and PGCAP participants: Which of Brookfield's<sup>1</sup> four lenses does your evidence relate to (self, students, colleagues, theory/scholarship/external)?

Break (10 mins)

### Activity 3: Individual (20 mins)

- Plan an enhancement-focused dialogue to undertake with your students in the future (plan for a dialogue of approximately 20 mins duration).
- Select questions from your chosen SLE building block to structure your dialogue plan.

### Activity 4: Small Groups (20 mins)

- In small groups (2-3 participants), discuss and critique each other's dialogue plans.
- Refine your dialogue plan further after reflecting on your peer feedback.

## Post session activity

- Co-ordinate arrangements to facilitate this enhancement-focused dialogue with your students.

Note: Reflection on this dialogue can then inform a wider enhancement plan which also incorporates other evidence.

---

## References

<sup>1</sup>Brookfield, S.D. (2017). *Becoming a Critically Reflective Teacher* (2<sup>nd</sup> ed), San-Francisco: CA, Jossey-Bass.

## Acronyms

- GTCS = General Teaching Council for Scotland
- PGCAP = Postgraduate Certificate in Academic Practice
- PSF 2023 = Professional Standards Framework (2023)
- SLE = Student Learning Experience
- sparqs = student partnerships in quality Scotland
- TQFE = Teaching Qualification in Further Education

## Linked Resources

Screencast or Summary Paper:

- [Introduction to the Student Learning Experience \(SLE\) model – screencast](#)
- [Introduction to the Student Learning Experience \(SLE\) model – summary paper](#)

Acronym Buster:

- sparqs [Acronym Buster](#) resource