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Embedding & sustaining creative disruption: identity and impact in learning in partnership

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Overview

A learning in partnership model and methodology

Learning in partnership and inquiry-based, co-creative learning

Learner feedback and reflection

Learning in partnership and sustainable disruption in the curriculum

Learner identity and institutional impact in learning in partnership

Our vision of higher education is one...

‘...where academics work collaboratively in partnership with students as members of inclusive scholarly knowledge-building communities; where teaching and research are integrated, and where both students and academics are engaged in the challenging process of coming to understand the world through systematic investigation and collaborative decision-making...however, this means examining the political, economic and social factors that inhibit such developments’

(Brew, 2006)

Navigating the challenges

Addressing the 'dysfunctional' relationship between teaching and research

(see eg, Brew, 2006; Neary & Winn, 2009)

Disrupting 'traditional' educational hierarchies

(see eg, Freire 1993; Lambert, Parker & Neary, 2007; Fielding & Moss, 2010)

Resisting consumerist models of higher education

(Boden and Epstein, 2006; McCulloch, 2009)

Displacing the 'pedagogies of mistrust'

(Brew, 2006)

What did we do?

Introduced participatory and inclusive pedagogies

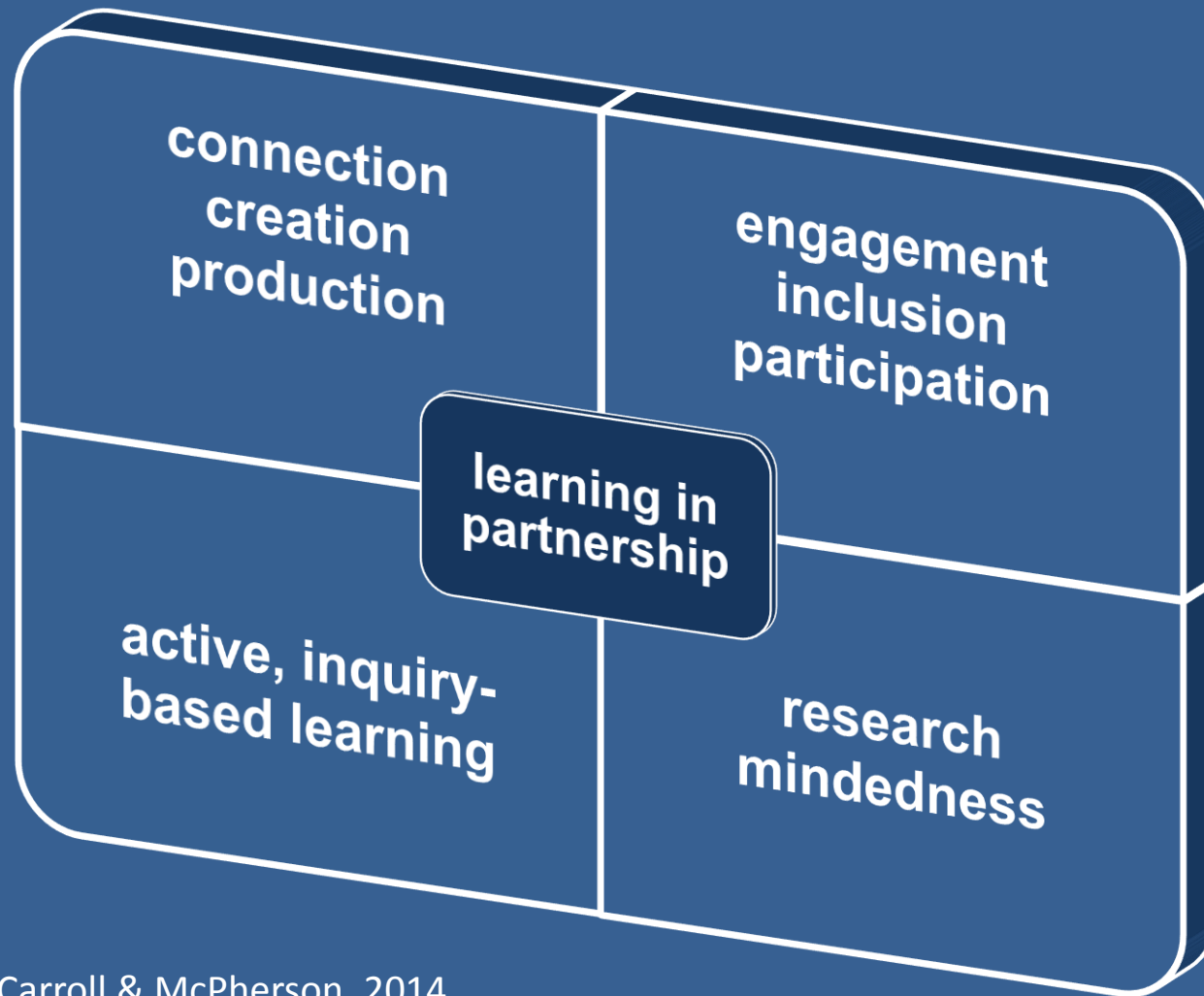
Integrated negotiated learning, co-creation and collaboration

Repositioned students as active researchers and co-producers

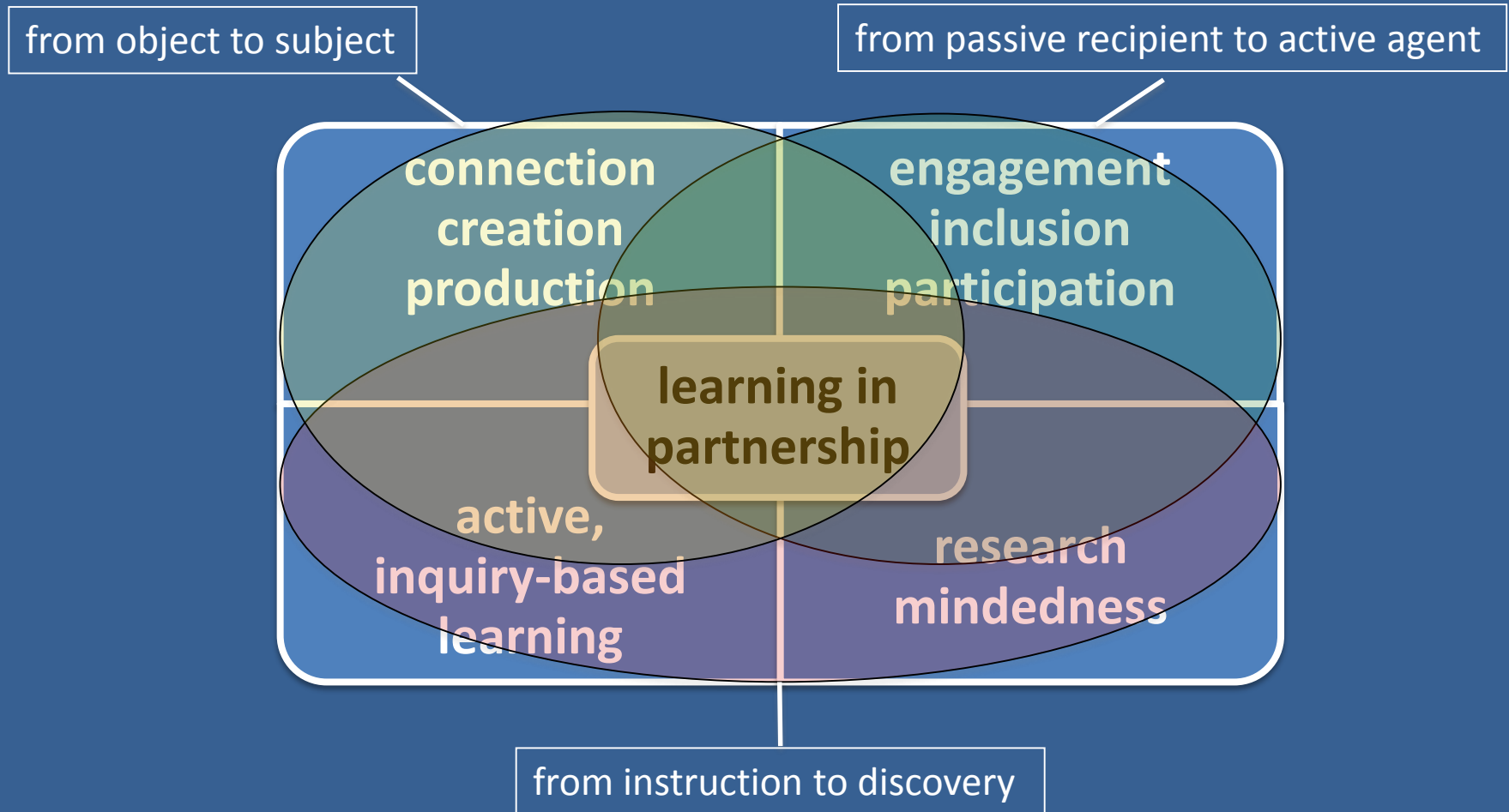
Empowered students as 'pedagogic partners'

Embraced disruption through co-creation

We developed a model for creative disruption



Learning in partnership: embedding creative disruption in the curriculum



Student reflections

Learning in partnership, identity and creative disruption

This module was presented in a way that had me as a student at the centre of learning. At the beginning I was a **passive student** and through the interaction within group seminars I eventually became a **willing and enthusiastic participant**. Finally through the work I presented within my group and presentations and work carried out, I now feel that I am an **active producer** and am responsible for my own learning and can think **independently** and make decisions for myself and **where I want to take my learning and knowledge**

(student involved in pilot module)

Student partner reflections

Learning in partnership, identity and creative disruption

Having joint ownership of this project showed me the **transformative** potential of **learning in partnership**, especially when students are engaged as **'active collaborators'** and **'co-producers'**

(student partner)

Since becoming involved in the project, my experience of university has changed dramatically. I now feel more engaged...and wish to be a part of creating a better learning environment for students...[I] have begun to take ownership of my own learning. This has been beneficial to me both personally and academically

(student partner)

Learning in partnership

A sustainable model for creative disruption

So upon this reflection of the module, I can only hope that all future modules for myself and future university students are operated through the learning in partnership teaching method, as I fully benefited from this module and able to further enhance my skills and emerge from a passive consumer to an active producer

(student involved in pilot module)

At UWS we are excited by this initiative...[T]his learning in partnership approach will enable the university to benefit from the students' creativity and insight and will help foster a community of learning in which we all feel we belong. Now we will extend this novel approach across the University.

(Dean of Students)

References

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