



29 May 2015

Change agents' network workshop

Supporting student partnerships in enhancing plans through engaging with the initiatives and resources developed by the Jisc Change Agents' Network.



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Agenda



- » About the Change Agents' Network
 - › Networking activities
 - › Journal of educational innovation, partnership and change
 - › Institutional Change Leader award
 - › Student partnership toolkit

- » Groups to explore initiatives in more detail
 - › **Group 1:** Journal of educational innovation, partnership and change and Institutional Change Leader award
 - › **Group 2:** Student partnership toolkit

- » Feedback from groups and synergy between sparqs and CAN

Networking and sharing of best practice



- » The Change agents' network supports students working as change agents, digital pioneers, student fellows and students working in partnership with staff on technology related change projects
- » Over 270 members subscribed to the CAN community mailing list
- » Facilitates the sharing of best practice through
 - › Face to face networking events
 - › CAN monthly webinar series
 - › CAN case studies – launch of 2 institutional case studies
- » Student partnership toolkit



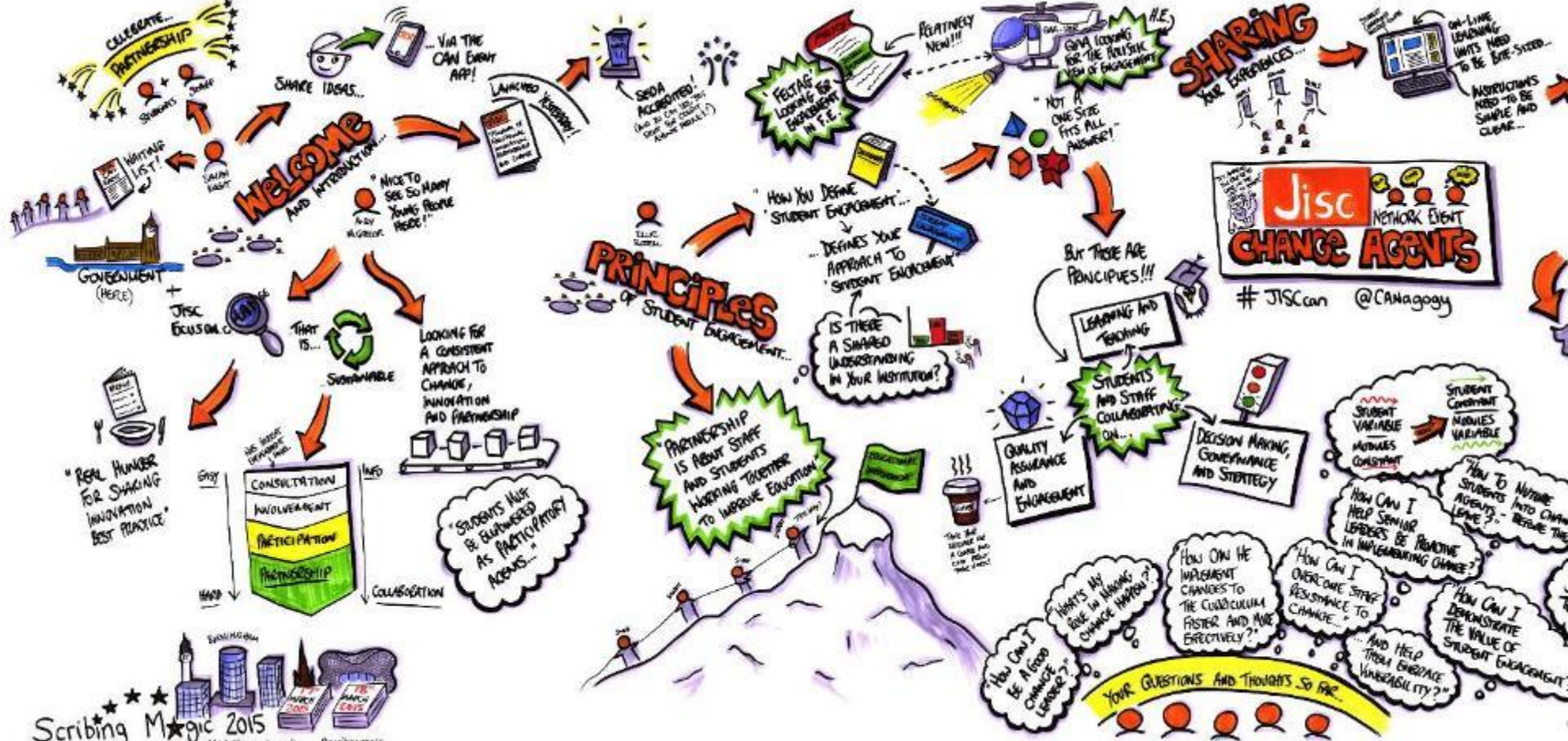




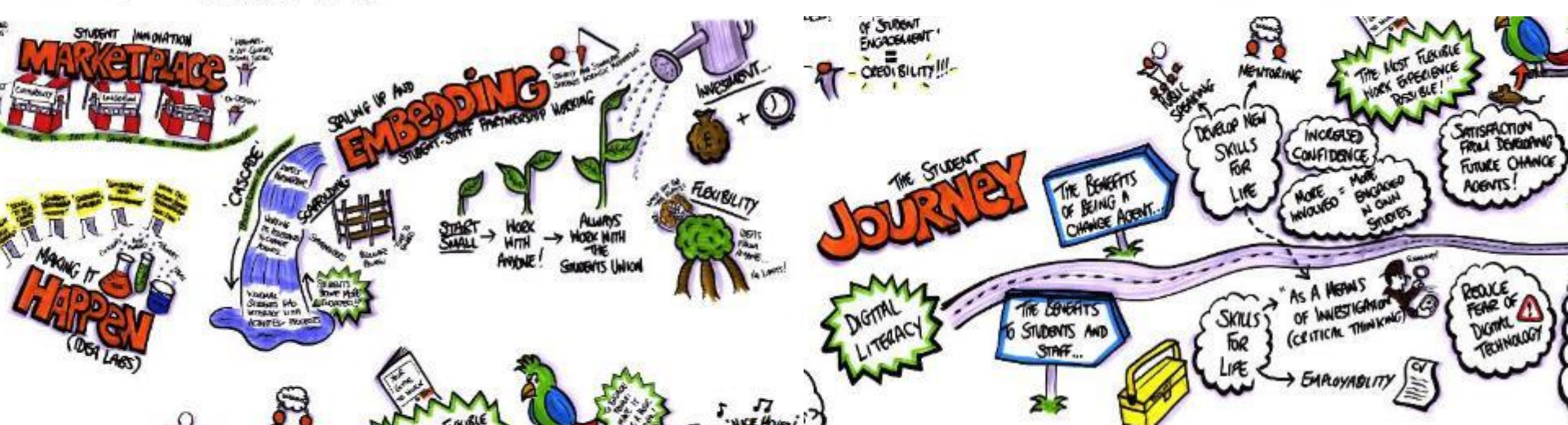








Scribing Magic 2015
www.scribingmagic.co.uk @scribingmagic



Student perspectives

- » Student video commentary from our last 2-day event in Birmingham



<https://vimeo.com/128132017>

Webinar series

Blackboard Collaborate – THE CHANGE AGENTS NETWORK WEBINAR SERIES: GILLIAN FIELDING AND REBECCA MCCREADY

File Edit View Playback Tools Window Help

AUDIO & VIDEO

Fit Page Students are more than students

Students are more than students

- 1) Mentor
- 2) Partner
- 3) Collaborator
- 4) Expert
- 5) Change Agent
- 6) Employee
- 7) Evaluator / Reviewer
- 8) Representative
- 9) Leader (Academic / non-Academic)

BCUSU

CHAT

Emma Thompson 13:13
Yes, but not an insitution wide approach- in faculties and schools, and we have a new Partnership Group in the library

Jane Secker
We have a funding call out at the moment for stude working with students as producers:
<http://blogs.lse.ac.uk/lti/2015/04/20/students-as-pr>

PARTICIPANTS

MAIN ROOM (38)

- chris thomson Moderator
- Ellen Lessner Moderator
- Eric Moderator
- Gillian Fielding Moderator
- Paul Chapman

Paul Chapman, Head of Student Engagement at Birmingham City University

Other webinars

(recordings available)

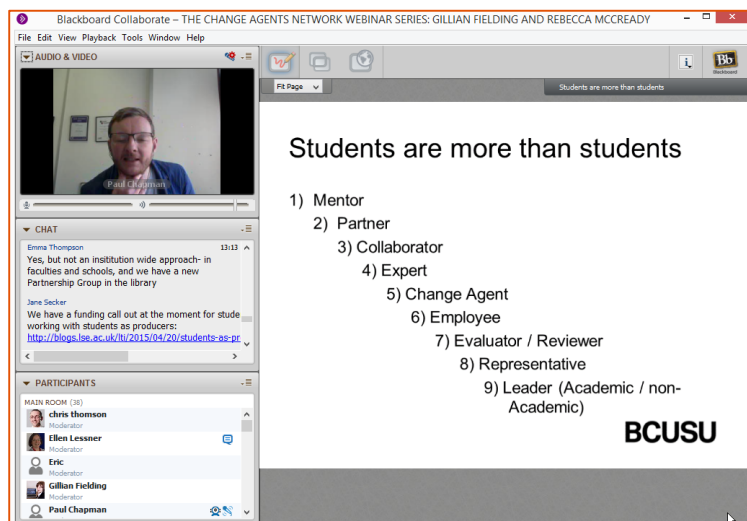
The screenshot shows a Blackboard Collaborate webinar interface. The main content area displays the title "Students are more than students" and a list of roles:

- 1) Mentor
- 2) Partner
- 3) Collaborator
- 4) Expert
- 5) Change Agent
- 6) Employee
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The BCUSU logo is visible in the bottom right corner of the content area. On the left side, there is a video feed of Paul Chapman, a chat window with messages from Emma Thompson and Jane Secker, and a participants list including Chris Thomson, Ellen Lessner, Eric, Gillian Fielding, and Paul Chapman.

- » Deborah Millar, Blackburn College, 'DigiPals – Changing the Learning Landscape project'
- » Rebecca McCreedy and Gillian Fielding, UCISA, 'Digital Capabilities Survey'
- » Steve Rowett and Janina Dewitz 'UCL Digifest'
- » Ellie Russell, National Union of Students: 'The principles of student engagement'

Next webinar



Blackboard Collaborate – THE CHANGE AGENTS NETWORK WEBINAR SERIES: GILLIAN FIELDING AND REBECCA MCCREADY

AUDIO & VIDEO

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- Gillian Fielding Moderator
- Paul Chapman

» 30th June, 12:30 - 1:30pm

» Dr Eleanor Quince, University of Southampton

» “Mission Employable: Student-led employability activity”

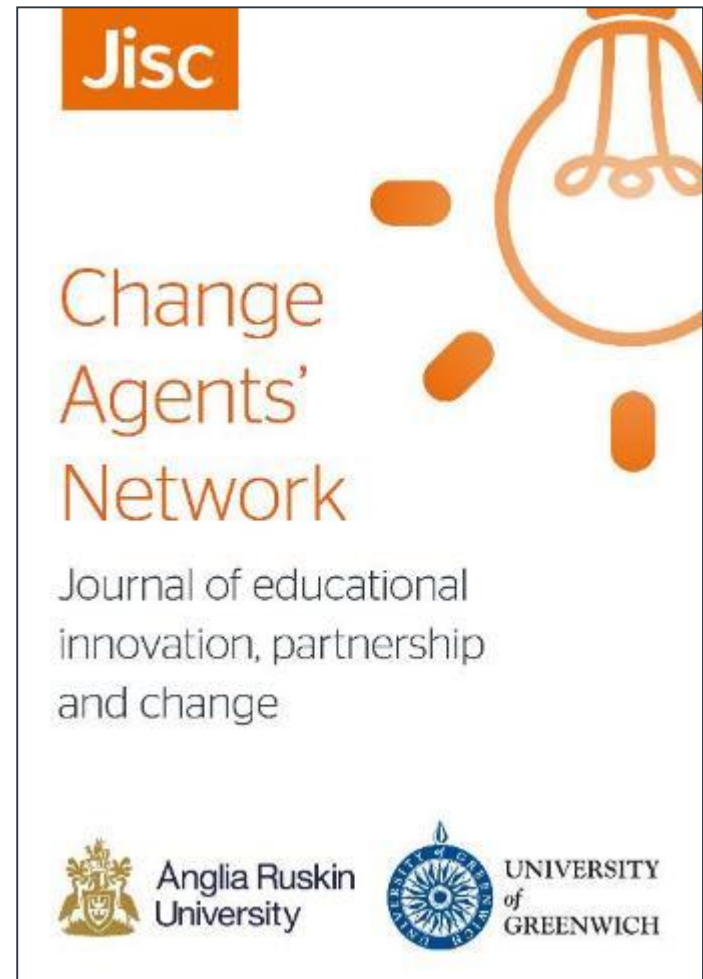
<https://blog.soton.ac.uk/missionemployable/>

Recordings: <http://bit.ly/1LoLv4t>



Journal of educational innovation, partnership and change

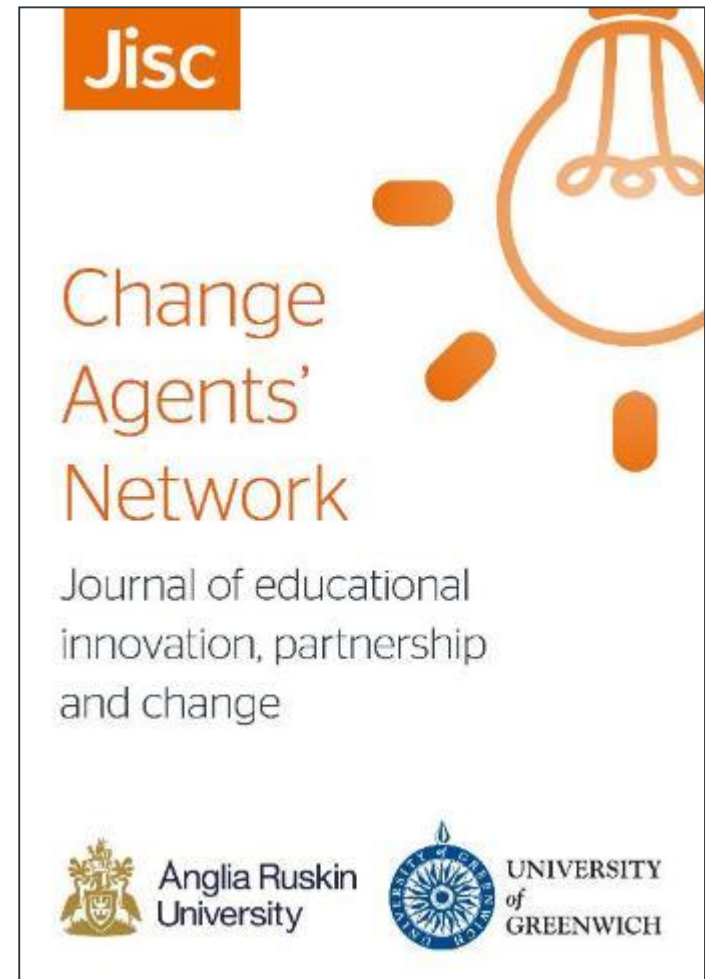
- » A peer-reviewed online journal that welcomes articles, case studies and opinion pieces relating to learning, teaching and assessment within the context of students and staff as change agents or working in partnership
- » <http://bit.ly/Jisccanjournal>





Journal of educational innovation, partnership and change

- » Issue 1 published
- » Issue 2 – to be published in Sept (submissions by 8th June)



Jisc Institutional Change Leader award – accredited by SEDA

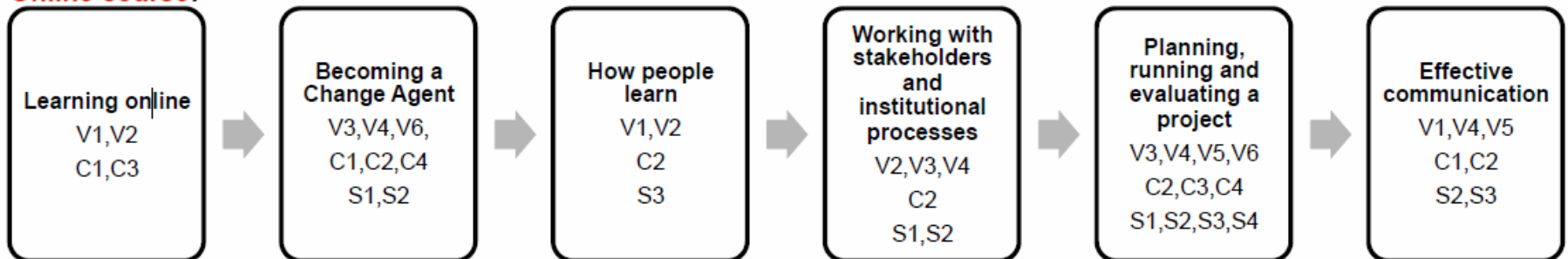
The screenshot shows the Jisc CANLearn website. The header includes the Jisc logo and the text 'CANLearn'. Below the header, there is a navigation menu on the left with sections for 'NAVIGATION' and 'ADMINISTRATION'. The main content area is titled 'COURSE OVERVIEW' and lists three modules: 'Institutional Change Leader Course Admin', 'ICL01 - Effective Practice as a Change Agent', and 'ICL02 - Defining, Developing, Delivering and Evaluating Change'. A calendar for May 2015 is visible on the right, and a 'CAN JOURNAL' section is at the bottom right.

- » The award supports staff and students working in partnership on curriculum innovation projects in UK further education and skills and higher education
- » Two modules –
 - › **Module 1** is formative and online through Moodle
 - › **Module 2** assessed by portfolio and should be taken whilst completing a partnership or change project
- » Contact Mark Kerrigan for more information: Mark.Kerrigan@anglia.ac.uk

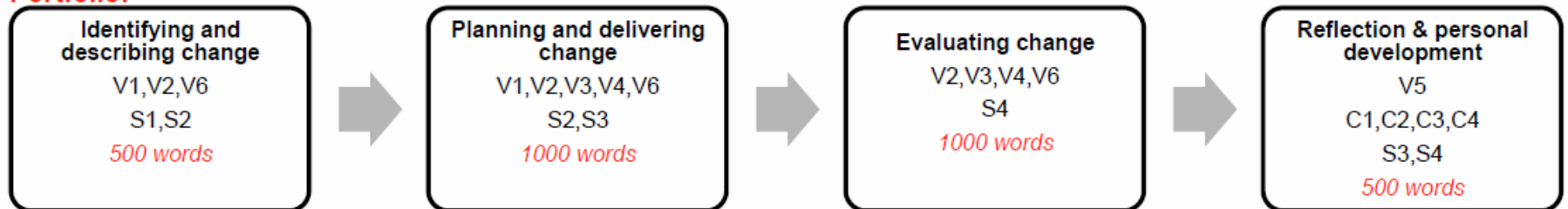


Jisc Institutional Change Leader award – accredited by SEDA

Online course:



Portfolio:



Jisc Institutional Change Leader award – accredited by SEDA

The screenshot displays the CANLearn website interface. At the top left is the Jisc logo. The main header area contains the text 'CANLearn' and a 'Customise this page' button. Below the header, there are three main sections:

- NAVIGATION:** Includes links for Home, My home, Site pages, My profile, My courses (with sub-links for ICL Admin, ICL01, and ICL02), and ADMINISTRATION (with links for My profile settings and Site administration).
- COURSE OVERVIEW:** Features three course cards:
 - Institutional Change Leader Course Admin:** Includes a notification: 'There are new forum posts'.
 - ICL01 - Effective Practice as a Change Agent:** Includes notifications: 'There are new forum posts' and 'You have Journals that need attention'.
 - ICL02 - Defining, Developing, Delivering and Evaluating Change:** Includes a notification: 'You have assignments that need attention'.
- CALENDAR:** Shows a calendar for May 2015 with dates from 3 to 31.
- CAN JOURNAL:** Promotes the 'Change Agents' Network' journal, described as a 'Journal of educational innovation, partnership and change', with logos for Anglia Ruskin University and University of Gloucestershire.

- » First cohort – currently running (March – June)
- » Next cohort – September

Student partnership toolkit

Case studies

Oxford Brookes University

(Jisc [Developing Digital Literacies](#) programme)

Oxford Brookes InStePP project

Student partnerships offer a way to join up provision for digital literacies for staff and students across the institution by establishing, supporting and building recognition for the role of student 'ePioneers' within existing core academic and e-learning development activities.

University of Exeter

(Jisc [Transforming Curriculum Delivery through Technology](#) programme)

Students as Change Agents

Students have been given opportunities to work in partnership with university staff in order to address the challenges of using technology with large and diverse cohorts. They have undertaken research on student views and perceptions, provided recommendations and solutions for practice, and have supported staff in bringing about wide-scale changes in teaching. Much of this work evolved through the [Integrate project](#). Resources are available on the project website. The work continues through projects such as the [Cascade](#) Digital Literacies project which involves postgraduate researchers. [Podcast](#): Students as Agents of Change at Exeter. [Project website and blog](#). [Developing Digital Scholars](#).

Birmingham City University

Jisc [Institutional Approaches to Curriculum Design](#) programme

Student Academic Partners

The [T-SPARC project](#) engaged with students through the University's [Student Academic Partners \(SAP\)](#) programme as part of a review of curriculum design practices and processes. SAP aims to integrate students into the teaching and pedagogic research community within BCU in order to develop collaboration between students and staff. The T-SPARC project also produced a wider [stakeholder engagement model](#) which could be used when considering the development of student engagement

- » Sector resources - categorised
- » Case studies
- » Practice points & top tips
- » Discussion cards

<http://tiny.cc/can001>

New detailed case studies

Jisc change agents' network Case study

UCL digifest: a celebration of staff and student innovation at University College London

Sharing innovation across the university

University College London (UCL) is based in central London and has over 36,000 students who come from over 150 countries and over 6,000 academic and research staff.

In November 2014, the university held **UCL digifest** – a five day festival of all things digital comprising 40 individual sessions and ending with an open day to celebrate and showcase the collective achievements of all participants who took part.

"We wanted to take a different approach and to add something new to the national picture, especially as I see so many interesting projects happening across the university behind closed doors. It seems a shame that these things don't get a broader audience".

Janina Dewitz, Innovation Officer, E-learning developments team, UCL.

The programme was diverse comprising an eclectic mix of workshops, panels and interactive games that were designed to appeal to as broad an audience as possible and reach "more than the usual suspects". Examples of individual sessions include a digital music orchestra workshop, a virtual bird's eye flight experience over a cityscape controlled by body movements, the opportunity to enhance your digital footprint, digital politics, and an environmental design workshop.

How UCL digifest came about

UCL digifest was a first for the university, an idea that built on 18 months to two years of research and development which began in 2013. Research student Hana Mori worked with the E-Learning Environments Team at the Information Services Division at UCL to investigate **student digital literacies at UCL** and contribute to strategic conversations. Her findings were that the university didn't necessarily need to do anything new but needed to consolidate and communicate what they already did in a more holistic way to ensure that the digital practice that took place in research areas was more widely accessible across the university.

"At UCL there is a lot of innovative practice that is not necessarily known throughout the university."

Steve Rowett, E-learning developments team leader, UCL.

UCL's digifest was also partly inspired by Jisc's own 2014 DigiFest, when Steve Rowett, E-learning Developments team leader, realised that staff and students across UCL had many examples of innovative practice to share.

Jisc change agents' network Case study

London Metropolitan University gets Clued up!

Digital skills for the 21st Century

London Metropolitan University (London Met) serves over 16,000 students at their two London campuses and a further 3,500 studying on collaborative courses overseas. The diversity of the student body is a strong feature at London Met with 56% of UK students being from black and ethnic minority backgrounds and 42% of UK students being over 25 years of age (source: London Metropolitan University Annual Report and Accounts 2013-2014).

Clued Up! is an online resource accompanied by a series of free workshops designed to support students both at London Met and in the wider Higher Education (HE) community to help develop their ability to use digital technologies for study and learning and to develop the digital graduate attributes that they need. The resource offers structured advice, guidance and resources on eight main areas of digital literacy skills divided into **two strands – digital identity and digital learning**. Clued up! is a collaborative project between London Met's Centre for Enhancement of Learning and Teaching (CELTe) and Information Systems and Services (ISS) with active participation and support from a team of student **Digital Ambassadors**.

How Clued up! came about

The idea behind Clued up! originated from research into the student experience and the widely held perception that students were not entirely comfortable in using technology for learning and academic purposes. Working in partnership, Jim Pettitward, Blended Learning Facilitator in the CELT team and Chris O'Reilly, Educational Technologist and University Teaching Fellow from the ISS team at London Met set out to test commonly held perceptions, starting with a series of student interviews and questionnaires at freshers' fairs.

They wanted to test and explore three assumptions, in order to identify to what extent they tallied with student experience at the university:

1. Students often lack fluency in digital technologies in academic or professional contexts
2. Some digital literacies are generic and generally applicable across subject areas, while others are more subject specific
3. Where possible, situational development of digital literacies in subject areas and curricula is better than a 'one size fits all' approach

The interviews revealed a wide differentiation in: awareness of the role of technology in academic learning; the technologies used; and in comfort and awareness of what is meant by the term 'digital literacy'.

Practice points, top tips and discussion cards

1.1 Good practice in setting up student partnerships should:

Carry out a baseline study to research current position

3.4 Good practice in capabilities, development and accreditation should:

Develop academic and professional body recognition and accreditation opportunities for students

» To what extent will student's work need to be formally recognised and accredited?

2.2 Good practice in partnership implementation should:

Develop a set of principles of good practice to follow for student partnerships

4.4 Good practice in evaluation, impact and sustainability should:

Identify impact on a range of stakeholders and the institution

» What areas should the project focus on to identify impact on specific stakeholders such as students, staff and employers?

» What areas should the project focus on to identify impact on the institution?

Jisc Guide to instituting student partnerships <http://tiny.cc/can025>

Four themes:

- » Partnership set-up
- » Partnership implementation
- » Capabilities, development and accreditation
- » Evaluation, impact & sustainability



Practice points, top tips and discussion cards

Theme

1.1 Good practice in setting up student partnerships should:



Link to further resources

Jisc

Carry out a baseline study to research current position

- » To what extent are there already student engagement initiatives across the institution?
- » To what extent are students and staff "ready and motivated" to work and learn in partnership?
- » To what extent are institutional practices, policies and processes "ready" for student partnerships?

Practice point

Positioning questions

Jisc Guide to instituting student partnerships <http://tiny.cc/can002>





Practice points, top tips and discussion cards

Carry out a baseline study to research current position

- » Areas to research include:
 - › Policy and strategy
 - › Institutional processes and systems
 - › Infrastructure
 - › Support services
 - › LT&A practice, expertise
 - › Staff CPD (inc. digital literacy)
 - › MIS and infrastructure
 - › Communications, stakeholder needs, views and expectations
 - › Other institutional initiatives
 - › Student employability skills, graduate attributes and digital literacy
- » Use base-lining to inform planning at project and institutional levels
- » Develop a set of impact indicators and measures of success to allow change and impact to be evaluated and measured
- » Use both qualitative and quantitative approaches
- » Use research/evaluation data from a range of sources e.g. student surveys, data from research projects
- » As well as established research techniques (e.g. focus groups, surveys), use multi-media/technology-based approaches e.g. process maps, rich pictures, video interviews, social media
- » _____
- » _____



Top tips

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Practice points, top tips and discussion cards

2.2 Good practice in partnership implementation should:



Jisc Guide to instituting student partnerships <http://tiny.cc/can010>

Develop a set of principles of good practice to follow for student partnerships

- » To what extent will a set of good practice principles help guide your project?
- » How could such principles be communicated to stakeholders?
- » Could such principles be used to inform institutional policies and curriculum design?

Develop a set of principles of good practice to follow for student partnerships

- » Develop your own set of principles of good practice to follow for instituting student partnerships and aim for about seven key principles
- » Use every opportunity to re-enforce the principles in communications and in documents, resources and publications that are created
- » Ensure principles are short, focus on headline argument, action oriented e.g. using action verbs, point to aspirations and use accessible language
- » Collaboratively develop a set of "practice points" for each principle that can help give students and staff ideas of how to put the principles into practice
- » For each principle, identify why it is important and any evidence to justify it
- » As student partnerships mature, consider embedding principles in strategies, policies and processes
- » Use the principles as a core component of your stakeholder communications and engagement plan
- » Use principles to inform and guide curriculum design
- » _____
- » _____





Practice points, top tips and discussion cards

3.4 Good practice in capabilities, development and accreditation should:



Develop academic and professional body recognition and accreditation opportunities for students

- » To what extent will student's work need to be formally recognised and accredited?
- » Who needs to be consulted in determining such recognition and accreditation?



Jisc Guide to instituting student partnerships <http://tiny.cc/can019>

Develop academic and professional body recognition and accreditation opportunities for students

- » Survey students in terms of their preferences for recognition and accreditation
- » Survey employers and employer bodies in terms of their preferences and needs for student recognition and accreditation
- » Consider assigning institutional academic credit to "change" courses e.g. as an academic module
- » Work with academic and professional bodies to develop accreditation for students via e.g. aligning student development frameworks with their development and accreditation frameworks
- » Work in collaboration with staff responsible for student employability and careers to explore such accreditation possibilities
- » Align student development frameworks to graduate attributes and employability
- » _____
- » _____
- » _____





Practice points, top tips and discussion cards

4.4 Good practice in evaluation, impact and sustainability should:



Identify impact on a range of stakeholders and the institution

- » What areas should the project focus on to identify impact on specific stakeholders such as students, staff and employers?
- » What areas should the project focus on to identify impact on the institution?



Jisc Guide to instituting student partnerships <http://tiny.cc/can025>

Identify impact on a range of stakeholders and the institution

- » Student partnership projects should seek to evaluate impact on students as follows:
 - > Student personal and professional development using e.g. the development framework and graduate attributes/employability frameworks
 - > Student satisfaction
 - > Student success in seeking and gaining employment
 - > Student academic development (e.g. scholarship, research, learning)
- » The impact on institutions should be evaluated as follows:
 - > Contribution towards institutional goals and policies
 - > Recruitment and retention
 - > Student project impact e.g. on educational innovations, LT&A enhancements, efficiencies
 - > Contribution to institutional processes and effectiveness
- » _____
- » _____
- » _____
- » Impact on staff should be evaluated:
 - > Staff satisfaction
 - > Staff development e.g. through CPD frameworks
 - > Staff culture
- » Impact on employers should also be evaluated:
 - > Employer satisfaction
 - > Employer networking, engagement and partnerships.
 - > Alumni collaboration





Practice points, top tips and discussion cards

11 Good practice in setting up student partnerships should:

Jisc

Carry out a baseline study to research current position

To what extent are there already student engagement initiatives in place?

3.4 Good practice in capabilities, development and accreditation should:

Jisc

Develop academic and professional body recognition and accreditation opportunities for students

To what extent will student's work need to be formally recognised and accredited?

2.2 Good practice in partnership implementation should:

Jisc

Develop a set of principles of good practice to follow for student partnerships

4.4 Good practice in evaluation, impact and sustainability should:

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Jisc Guide to instituting student partnerships: <http://tinycc/can025>



Partnership set-up

- Carry out a baseline study to research current position.
- Establish the case for student partnerships and align with strategies and policies.
- Establish motivation, reward and recognition options for students and staff
- Devise novel recruitment and induction approaches for students.
- Identify a partnership model that encompasses options for different student roles together with a range of stakeholders.
- Identify an outline project plan including resources and funding
- Identify and learn from exemplars and case studies of student partnerships

Partnership implementation

- Establish, implement and monitor a project plan (based on agile methodology)
- Develop a set of principles of good practice to follow for student partnerships
- Allocate significant time and resource for stakeholder engagement and communications
- Develop/acquire guides, toolkits and resources
- Clarify detailed student and staff roles, responsibilities and activities.
- Identify risks and how to manage them
- Establish/join external and internal communities of practice

Capabilities, development and accreditation

- Define core student capabilities, attributes and development frameworks for student innovation and change activities.
- Develop/acquire courses and training/learning resources for students and staff
- Implement student personal & professional development planning using reflective practice and e-portfolios
- Develop academic and professional body recognition and accreditation opportunities for students
- Provide student/staff support
- Provide relevant staff training and link to CPD

Evaluation, impact & sustainability

- Identify the rationale and need for evaluation.
- Choose appropriate qualitative and quantitative evaluation approaches
- Adopt a range of data collection techniques to support evaluation.
- Identify impact on a range of stakeholders and the institution
- Develop case studies for use with stakeholder communications and engagement.
- Develop recommendations for sustaining student partnerships as part of evaluation
- Explore options for institutionally embedding student partnerships.

» Groups - explore in more detail:

- › **Group 1**
- › The Institutional Change Leader award &
- › The Journal of educational innovation, partnership and change

- › **Group 2:**
- › Student partnership toolkit: resources, toolkit, effective practice guides and case studies

Each participant to identify one key action



» Feedback about actions

› **Group 1**

- › The Institutional Change Leader award &
- › The Journal of educational innovation, partnership and change

› **Group 2:**

- › Student partnership toolkit: resources, toolkit, effective practice guides and case studies

» Synergy between CAN and sparqs?

- › How can CAN initiatives and resources complement the work of sparqs?

- » Join the network mailing list CAN@jiscmail.ac.uk by visiting <http://www.jiscmail.ac.uk/CAN>
- » Follow us on Twitter @CANagogy #JiscCAN
- » Visit our website for the CAN Student Partnerships Toolkit – resources to support staff-student partnership working <http://tiny.cc/can001>
- » Participate in the [series of CAN webinars](#) to share best practice
- » [Share your experiences with us](#) as part of the CAN case studies
- » Submit your practice to our Journal of Educational Innovation , Partnership & Change by 8th June <http://bit.ly/Jisccanjournal>
- » Contacts:
 - › Peter Chatterton: peter.chatterton@daedalus-e-world.com
 - › Simon Walker: s.walker@greenwich.ac.uk
 - › Mark Kerrigan: mark.kerrigan@anglia.ac.uk
 - › Sarah knight: sarah.knight@jisc.ac.uk