

Title of presentation

Student-Staff Partnership Project (Student Centred Learning and Teaching)

Presenters

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Abstract

84% of UK universities now deliver transnational education (TNE) to over 700,000 students worldwide with this number increasing year on year. However, these partnerships must overcome significant challenges such as embedding the parent university's core values and experience, to a student body who, up to this point, may have been exposed to a different education system and in a language other than English. Therefore, without understanding the expectations of both partners, a high-quality course cannot be designed and delivered, and the 'goodness of fit model' will be difficult to achieve. Therefore, this study provides an opportunity for students and staff, as course partners, to co-design various modules in order to understand each other's requirements better.

The overall aim of this study is to understand if students who co-design their own curriculum have an improved engagement and course satisfaction with specific focus on academic achievement. This was achieved by the circulation of online surveys facilitated by student representatives who interacted with their peers and staff continuously over the course of the modules. Focus groups were arranged between student representatives and staff to discuss key findings arising from the surveys and student performance and to explore various teaching strategies that can better support student learning.

This project has been conducted for three years in collaboration with Student Union. Our result revealed that students' overall module satisfaction improved

from 79% to 84% in 2019-20 Academic Year (AY) in comparison to the previous AY and the module overall performance increased by 5%. This promising result encouraged the researchers to continue the project in 2020-21 AY and further expanded it to other level 2 and level 3 modules in 2021-22 AY. The outcomes of this study has supported educators to determine whether current strategies are effective at meeting staff and students' expectations, at ensuring students reach their academic potential and at creating a generation of self-sufficient learners. This research will form a blueprint for the delivery of degree teaching and help secure student enrolment, on TNE programmes worldwide.

The most challenge in this project is that academics and students often do not have a canonical reference point around which they base their own work to develop teaching content. Moreover, the task of creating online learning activities is cognitively and technically challenging. This may distract researchers from genuinely considering student and teacher perspectives, and principles of quality learning design.

To continue and enhance this project, we will investigate what changes can be implemented to the degree pathways that is in line with both partners' regulations, the impact of student involvement in curricular design on their academic progress to better understand expectations of students during their degrees, and to explore the advantages and limitations of various assessment methods.