Title: Who Dares Wins: Students engagement in teaching development though project-based approaches

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Session Learning Outcomes

By the end of this session, delegates will be able to:

- Consider the diverse understanding and approaches to active student engagement
- Identify how engaging students in different ways can be of benefit to the development of staff, the organisation and the students themselves and apply this to their own contexts
- Reflect on the specific challenges of student engagement in project-based approaches to educational development.

Session Outline

This workshop will present the findings of a recent Higher Education Academy (HEA) evaluation of the Teaching Development Grant (TDG) Scheme (Shrives 2013) with a specific focus on how projects have addressed the key underpinning principle of engaging students directly as active participants in the execution of projects. The findings of the evaluation have led the presenters to consider how the different approaches to, and challenges around student engagement, inform our understanding of educational change and development and how this impacts on our approach to using students in project-based approaches

The TDG has been supporting development projects since 2011 and is increasingly popular across the HE sector. The presenters will give an insight into the wider findings of the evaluation which found that there is a widespread and strong belief that the principle of student engagement should be an essential element of any funded projects in contemporary higher education but that it is a "big and challenging issue," which is not clearly understood. The session will share the challenges experienced by project teams in defining 'student engagement' and designing projects to actively and meaningfully engage students. They will draw on an existing model of student engagement (Coates 2007) - advocating five dimensions of student engagement, the work of SPARQS in 'Students as Partners' and other work across the sector (Trowler 2010, Gibbs 2010) to reflect on the findings and their own experiences.

On the basis of the findings the presenters will share their emerging model of potential engagement to support how students and academic staff can be encouraged to consider duel

development of learning and teaching. A number of case studies to illustrate the model will be provided. Participants will be encouraged to explore these in the context of their own institutions and the development initiatives they are considering /working on.

Session Activities and Approximate Timings

The speakers will present the findings of the evaluation of TDG Scheme highlighting the projects in the in the UK and the identified benefits of this project format to both academics and students in enhancing learning and teaching practices. The short presentation led by the speakers will lead into activities and discussion then question and answer session. The outline format will be:

Introduction	5	Presenters and delegates
Presentation	15 minutes	Presentation of the Evaluation findings
Activity 1	20 minutes	Small groups to explore how students and academic staff be encouraged to design learning and teaching together?
Discussion	10 minutes	Sharing outcomes of activity
Input	10 minutes	Presentation of models and case studies
Activity 2	15 minutes	Discussion in groups to consider the models and case studies, discussion and feedback
Plenary	15 minutes	Reflection and summary

References

Coates, H. (2007) 'A model of online and general campus-based student engagement'. *Assessment and Evaluation in Higher Education*. 32 (2), 121-141.

Gibbs G. (2010) Dimensions of Quality Higher Education Academy York available at http://www.heacademy.ac.uk/resources/detail/evidence_informed_practice/Dimensions_of_Quality.

Shrives L. (2013) Teaching Development Grants Evaluation. Higher Education Academy York.

Sparqs. 2011. A Student Engagement Framework for Scotland. Available at http://www.sparqs.ac.uk/upfiles/SEFScotland.pdf

Trowler P., and Trowler V. 2010. Research and evidence base for student engagement. Higher Education Academy York. Available at http://www.heacademy.ac.uk/resources/detail/studentengagement/Research_and_evidence_base_for_student_engagement