Overview

- Some characteristics of partnership
- Peer Learning at Southampton Business School
- Examples of partnership working
- Discussion and questions

What about partnership?

"Partnership is understood as fundamentally about a relationship in which all involved – students, academics, professional services staff, senior management, students union and so on – are actively engaged in and stand to gain from a process of learning and working together."

"Research suggests that partnerships tend to produce similar outcomes for both students and faculty: clusters of outcomes: engagement, awareness, enhancement"

"Partnership can engage and empower traditionally marginalised students and lead to sharing authority and responsibility rich staff in the development"

"Students and staff will have different motivations for engaging in partnership"

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So partnership...

- Is mutually beneficial
- Commonly produces positive outcomes relating to the themes of engagement, awareness and enhancement
- Can empower 'traditionally marginalised' students with shared authority/ responsibility – changes perceived roles?
- Is entered into for different motivations

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Peer Learning at Southampton Business School

- 2 year Education Enhancement Fund Project: recruitment and training, resources and materials, timetabling, support, reward and recognition
- Weekly student led, peer learning workshop for every UG student in their 1st semester
- 2nd and final year students trained to facilitate sessions
- Researching outcomes as part of HEFCE Catalyst A and B projects

Good student engagement!
What is the role of partnership in this?

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Example 1: Partnership for innovation and inclusivity (co-creation with Excel Interns)

Employed three student interns to support the project (June/ July 2017)

- Develop online materials to support peer leaders
- Assist with planning and preparing the project for 2017-18
- Develop media and marketing to promote peer learning

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Question:

What is the best incentive you've found to achieve student engagement?

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Partnership, Peer Learning and Pizza

Developing Peer Support with Students as Partners

Neil Ford (Senior Teaching Fellow)
Southampton Business School

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What were the success factors?

- Having a clear but open brief
- Reviewing progress and updating the brief
- Regular (weekly) catch-ups
- Teamworking (taking shared responsibility)
- Focus on creating a relaxed work environment

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Discussion and questions

- From your experience what are the key factors for successful partnership working?
- What are the benefits of working in partnership?
  - For staff?
  - For students?

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Mutual benefits

For interns
- Work experience/ CV
- Reward and recognition (including pay)
- Develop new skills (e.g. media production)

For us
- Content co-creation
- Students as colleagues
- Support beyond the project e.g. study skills materials
- Student feedback

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In summary...

- Peer Learning schemes are an opportunity to work in partnership with students AND to foster partnership between students
- Partnership is effective when there are shared values and mutual benefit
- Fostering authentic partnership with students is an effective way to achieve student engagement
- Pizza is also good :-)

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Researching, evaluating, and evidencing effective engagement (co-researchers for Catalyst A and B projects)

- HEFCE Catalyst A and B projects researching the impact of peer learning on assessment and feedback
- Peer Leaders recruited as co-researchers to collect data (ethical consent forms, surveys, attendance data)
- Participant studying Business Research module

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Mutual Benefits:
Examples of feedback

Feedback for students
- Expectations of HE
- Assignment plans/ ideas
- Knowledge/ understanding

Feedback for Peer Leaders
- Employability/ skills
- Leadership/ facilitation/ presentation
- Giving effective feedback

Feedback for staff
- Assessment design
- Attendance/ non attendance
- Curriculum design
- Lecturing
- Student communications

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Example 3: Ensuring the student voice is heard and the Feedback Loop is closed (Peer Leader feedback)

- Provide students with feedback on their learning
- Debriefs and observations
- Feedback on modules/ support for peer learning
- Facilitate discussion between Peer Leaders and academics
- Confidentiality and boundaries

How can we create safe environments to give and receive feedback?

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Mutual Benefits

For Peer Leaders
- Revise and practice research methods
- Share their dissertation research
- Work experience in final year

For students
- Participate in research project
- Feedback on their ideas
- Support from students who have studied the module

For staff
- Evaluation data!
- Feedback on a challenging module
- Additional support for students

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What happened? Southampton

Peer Learning attendance

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"Students and staff will have *different motivations for engaging in partnership*"

Engagement through partnership:
students as partners in learning
and teaching in higher education

The Higher Education Academy

Mick Healey, Abbi Flint and Kathy Harrington   July 2014

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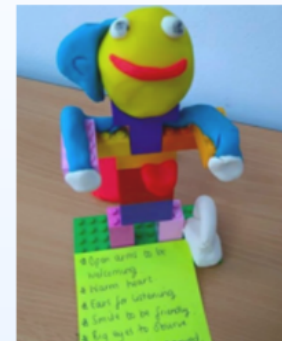- Is entered into for different motivations

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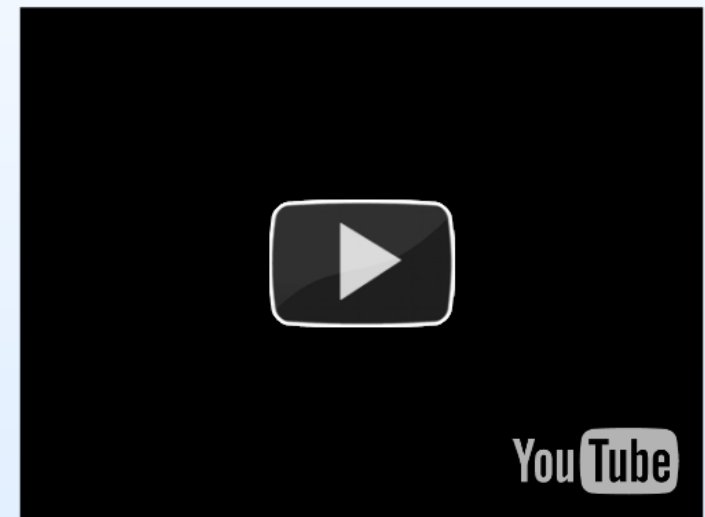
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Authenticity Inclusivity

Empowerment Reciprocity

Trust Challenge

Responsibility Community

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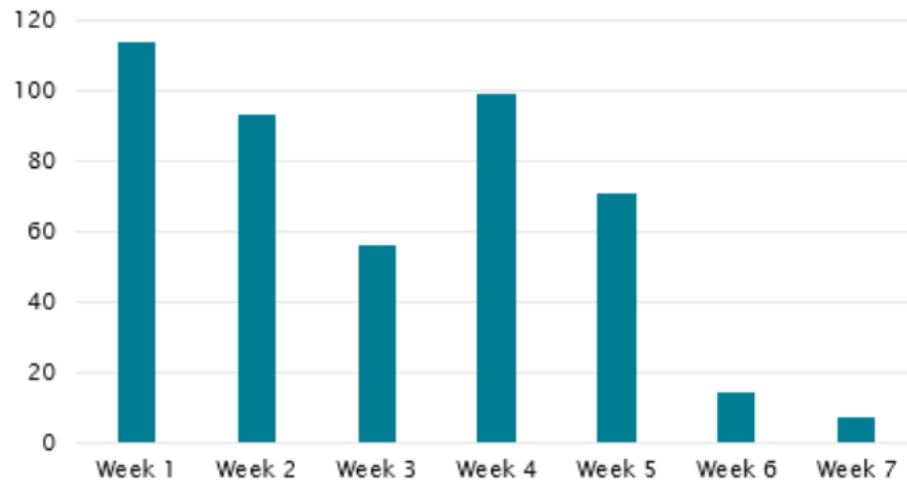- Participants studying Business Research module

HIGHER EDUCATION *hefce*
FUNDING COUNCIL FOR ENGLAND

High Impact Pedagogies

Southampton Business School   UNIVERSITY OF Southampton

PEER LEARNING

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What happened?

Peer Learning Attendance

Av. no of sessions attended per student

Residency	
European Union	2.23
Overseas	2.02
UK	1.51
Gender	
M	1.34
F	2.13

Feedback Orientation Scale (FOS)

Average change in pre – post scores:
High attendance (5-7 sessions) = 4.8
Med attendance (2-4 sessions) = 3.6
Low attendance (0-1 sessions) = ??

Average Module Performance

	High att.	Low att.
Coursework	68.0%	62.1%
Exam	93.9%	89.0%
Overall	75.6%	70.1%

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Look for patterns in the feedback.

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