

Active Student Participation Selected Bibliography

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Student and Faculty Partnerships

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

Mick Healey, Abbi Flint, Kathy Harrington, 2014

This reading offers a pedagogical case for students as partners in teaching and learning, recognising it as a *process of student engagement*, a central notion being *partnership learning communities*. Building long-lasting partnership learning communities requires embedding it within the culture and ethos of the university, as well as critical reflection on how it is built.

Full citation: Healey, M., Flint, A., Harrington, K. (2014) *Engagement through partnership: students as partners in learning and teaching in higher education*. York: Higher Education Academy.

Engaging Students as Partners in Learning and Teaching: A Guide for Faculty

Alison Cook-Sather, Catherine Bovill, Peter Felten

This book argues for an innovative approach to learning in higher education. But engaging students as partners, the authors argue, is more of an orientation rather than a new teaching technique. An approach that invites students into continuous dialogue with faculty is based on mutual respect, responsibility, and reciprocity. These are the foundations of a partnership, the goal of which is to achieve a deeper understanding of teaching and learning, which is understood as a shared responsibility of students and teachers.

Student-faculty partnerships rooted in the principles of respect, reciprocity, and responsibility are the most powerful and efficacious. With partnership, they imply qualities of trust and respect, shared power, shared learning, and shared risks. The authors define student-faculty partnership as “a collaborative, reciprocal process through which all participants have the opportunity to contribute equally, although not necessarily in the same ways, to curricular or pedagogical conceptualization, decision making, implementation, investigation, or analysis” (6-7). As such, both students and faculty are learners as well as teachers.

While the authors talk about “shared power” they do not imply that students and faculty are the same. In fact, it must be acknowledged that roles, expertise, responsibilities, and status are different, but that contributions are equally valued and respected and all have an equal opportunity to contribute (7). Partnership redefines roles in the university and the processes in

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approaches to pedagogics and research. The book speaks through the voices of staff and students engaged in partnership from myriad universities, and offers concrete tips, discusses challenges and risks, but also elaborates on the transformative potential of this orientation to learning. It is both an inspiring read while remaining critical about the risks and challenges posed by partnership.

Radical collegiality: Affirming teaching as an inclusive professional practice.

Fielding, M., 1999

Fielding uses this essay to critically assess how the terms collaboration and collegiality are used and outlines the parameters for a radical collegiality. He argues for an inclusive collegiality where teaching is less a technical practice and more of a personal endeavour and where learning is a mutual exchange between not only teachers and teachers, but also teachers and students. Students thereby enter the collegium, not "as the least able and least powerful members of the educational community" (Fielding 1999:21), but as partners and important agents.

Full citation: Fielding, M., (1999) Radical collegiality: Affirming teaching as an inclusive professional practice. *Australian Educational Researcher: A Publication of the Australian Association for Research in Education*, 26, 1-34.

Students as Radical Agents of Change

Fielding, M. (2001)

Fielding provides a detailed description and analysis of a Students as Researchers program.

Full citation: Fielding, M., (2001). Students as Radical Agents of Change. *Journal of Educational Change*, 2, 123-141.

Framework for partnership in learning and teaching in higher education

The Higher Education Academy, 2014

This framework is presented as a tool for university staff and students for reflection, ideas, and enhancing policy and practice. The HEA focuses on the pedagogical rationale for partnership or how partnership engages students for better learning and motivation. Partnership principles and values are outlined.

Full citation: *Engagement through partnership: students as partners in learning and teaching in higher education*. (2014) York: Higher Education Academy.

Student academic partners: student employment for collaborative learning and teaching development

Freeman, Rebecca, Millard, Luke, Brand, Stuart & Chapman, Paul, 2014

Birmingham City University developed the Student Academic Partners scheme in 2008 where students are employed to work on educational development projects with staff. This case study offers principles for facilitating an institutional educational culture of collaborative educational development.

Full citation: Freeman, Rebecca, Millard, Luke, Brand, Stuart & Chapman, Paul (2014) Student academic partners: student employment for collaborative learning and teaching development,

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Innovations in Education and Teaching International, 51(3), 233-243.

Student-faculty partnership in explorations of pedagogical practice: a threshold concept in academic development

Alison Cook-Sather, 2014

This essay argues that student-faculty partnerships, 'is an idea that has "the power to transform the way educators understand the teaching and learning process and their role in it" (King & Felten, 2012, p. 5)' (Cook-Sather 2014, p.187). From the perspective that these types of academic relationships and processes are norm-challenging and 'troublesome', they are importantly also transformative, irreversible, and integrative. Cook-Sather uses the Students as Learners and Teachers program at Bryn Mawr College as a case example, with a focus on faculty experiences, for her discussion around student-faculty partnerships.

Full citation: Cook-Sather, Alison (2014) Student-faculty partnership in explorations of pedagogical practice: a threshold concept in academic development, *International Journal for Academic Development*, 19:3, 186-198.

Peer-to-Peer Learning

Peer Learning in Higher Education: Learning from and with each other

Edited by David Boud, Ruth Cohen, and Jane Sampson

This book primarily focuses on the use of peer learning in coursework programmes. The first part of the book addresses several aspects: how peer learning activities can be designed and incorporated into courses, some common approaches used in HE, how peer learning can be managed effectively, and key issues involved in peer learning and assessment. The second part of the book takes a multidisciplinary look at peer learning, illustrating how it works in practice in different contexts and cultures of HE.

The authors cover strategies, implementation, and management of peer learning, using helpful steps, lists, and outlining many of their experienced benefits and challenges.

Learning Together: Peer Tutoring in Higher Education

Nancy Falchikov

This book contains several useful chapters on peer tutoring (PT), starting with definitions and a large number of examples of types of PT that can be used for different purposes (for example, peer editing, teacher of the day, and guided reciprocal peer questioning). There is a useful table at the end of the first chapter with a classification scheme for peer-tutoring techniques and different characteristics of them or the rationale for their implementation.

Falchikov continues by outlining the beneficial effects of PT, giving a historical overview, namely that PT was implemented to solve a variety of problems. She analyses the effects based on the four main categories of PT (same-level PT within an institution with equal-status participants within a dyad; same-level PT involving one institution where unequal status is introduced by the investigator; cross-level PT involving one institution where unequal status is built on existing differences; cross-level PT involving two institutions). Her survey of studies of PT identified the following main outcome categories: academic outcomes, metacognitive outcomes, study-skills

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outcomes, and non-academic outcomes (motivation, attendance, retention, and attrition). In this chapter, Falchikov comments in many of the PT schemes that students trained in the particular strategy outperform those not trained (for example, p.72, 76). A table of desired outcomes matched with a PT technique concludes the chapter. In general, PT schemes with alternating roles had the best outcomes.

Falchikov then tackles the theoretical underpinnings of PT, starting the chapter with a most enlightening quote:

It has been argued that universities will never be able to define and assess a set of key skills acceptable to industry and that an emphasis on key skills threatens the intellectual development of students (84-85).

She highlights various social-psychological theoretical perspectives, problems, and solutions. Role theory is covered extensively. One key point to take from this is that many of the problems that may arise in PT situations, such as the dissonance in a new tutor's role as a tutor and their preexisting role as equal, may be diminished through tutor training. For example, tutor training sessions can be used to stress collaboration in tutor-tutee interactions (p.92). Theoretical perspectives of peer tutoring for personal and professional development, what peer tutoring can achieve, follows.

Falchikov devotes one chapter to her own experience, and then follows with a highly relevant chapter on planning and promoting PT. Persuading colleagues to adopt PT and outlining the changes that university staff must accept is her first point. A helpful list of FAQs and advice is provided as well, after which she gives tips for staff development and resources needed for faculty to pursue PT schemes. When considering whether or not to embark on a PT scheme, the first and most basic question to ask is: Who is to teach what to whom for what purpose? (p.148) Concludes with presentation slides for introducing PT to teachers and students.

Helping students become peer tutors is Falchikov's next theme, where she immediately brings up an important consideration:

Many students are deeply conservative and have formed ingrained habits of superficial rote learning. They may lack any spontaneous interest in active and interactive learning, let alone in personal responsibility for their own learning outcomes. Arguably this is largely the result of years of conditioning by the educational system. (Topping 1996:31)

Students, thus, must be ready for a role change, and there are certain things that academic staff can do to help the transition. That tutor training is a necessary component of a successful PT scheme is something on which there is widespread agreement. She as well devotes a chapter to evaluation methodologies and methods.

In the following chapter, Falchikov discusses problems associated with PT such as organisation, motivating students, learning in a group, and absenteeism. The book concludes with a chapter on reflections from practitioners.

Benefits of Guiding Supplemental Instruction Sessions for SI Leaders: a Case Study for Engineering Education at a Swedish University

Joakim Malm, Leif Bryngfors, Lise-Lotte Mörner 2012

This study explores the benefits that the student leaders of Supplemental Instruction (SI) may gain with a focus on engineering students at Lund University. The authors include many quotations of SI leaders reported experiences and show an overall positive picture for the gains that SI leaders

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experience. The themes of improvement are reported as improved communication, improved interpersonal skills, improved leadership skills, improved self-confidence, and deeper understanding of the course content.

Full citation: Malm, J. Bryngfors, L., and Mörner, L. (2012) Benefits of Guiding Supplemental Instruction Sessions for SI Leaders: a Case Study for Engineering Education at a Swedish University. *Journal of Peer Learning*, 5(1).

Active learning increases student performance in science, engineering, and mathematics

Scott Freeman, Sarah L. Eddy, Miles McDonough, Michelle K. Smith, Nnadozie Okoroafor, Hannah Jordt, Mary Pat Wenderoth, 2014

A metastudy of 225 studies that compare students in active learning classes and students in a traditional "teaching by telling" classes within the subjects of science, technology, engineering and mathematics. The authors compare failure rates and examination results and find that examination results in general increase with 6% for students in an active class and that the students in a traditional class has a 1.5 times higher probability to fail the class.

The definition of active learning in this paper is wide and includes between 10-100% activeness in class. Examples of active learning activities are "cooperative group activities in class", in-class worksheets, clickers, problem-based learning (PBL), and studio classrooms.

Full citation: Scott Freeman, S., Eddy, S., McDonough, M., Smith, M, Okoroafor, N., Jordt, H., Wenderoth, M.P. (2014) Active learning increases student performance in science, engineering, and mathematics. *PNAS*, 111(23), 8410-8415.

The effectiveness of peer tutoring in further and higher education: A typology and review of the literature

Keith J. Topping, 1996

Topping defines peer tutoring as, "people from similar social groupings who are not professional teachers helping each other to learn and learning themselves by teaching" (1996, p.322) and explains that it is characterized by *role taking*. Topping covers many of the pedagogical advantages of peer tutoring shown in the literature. One of these benefits Topping draws on is that, by delegating the management of learning to the students in a democratic way, peer tutoring "seeks to empower students rather than de-skill them by dependency on imitation of a master culture, and might reduce dissatisfaction and unrest" (1996, p. 325). The article goes through many forms of peer tutoring, noting that the form can vary depending on context and purpose.

Full citation: Topping, K. (1996) The effectiveness of peer tutoring in further and higher education: A typology and review of the literature. *Higher Education*, 32, 321-345.

Trends in Peer Learning

Keith J. Topping, 2005

Developments in forms of peer learning 1981-2006 are reviewed, focusing mainly on peer tutoring, cooperative learning, and peer assessment.

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Full Citation: Topping, K. (2005) Trends in Peer Learning. *Educational Psychology*, 25(6), 631-645.

Reciprocal Peer Teaching: Students Teaching Students in the Gross Anatomy Laboratory

Aaron Krych, Crystal March, Ross Bryan, Ben Peake, Wojciech Pawlina, and Stephen Carmichael, 2005

This study illustrates a cooperative learning approach called reciprocal peer teaching, where students alternate roles as teacher and student. 'By assuming the responsibility of teaching their peers, students not only improve their understanding of course content, but also develop communication skills, teamwork, leadership, confidence and respect for peers that are vital to developing professionalism early in their medical careers' (Krych et al 2005, 296).

Full citation: Krych, A., March, C., Bryan, R., Peake, B., Pawline, W., Carmichael, S. (2005) Reciprocal Peer Teaching: Students Teaching Students in the Gross Anatomy Laboratory. *Clinical Anatomy*, 18, 296–301.

Co-creating courses

An investigation of co-created curricula within higher education in the UK, Ireland and the USA

Catherine Bovill, 2014

This research investigates students and staff working in partnership to co-create curricula from the UK, Ireland, and the US. In focus is the approach taken in each partnership example. The author explored the following questions: What levels and types of student participation in curriculum design have been achieved in the three examples? What approaches have been used to achieve student participation in curriculum design? and What are the outcomes for students and staff?

Through interviews with academic staff in these partnership examples, Bovill found that staff viewed the process of co-creating curricula with students as risky and that often staff felt unprepared for these types of partnerships. Academic developers could play the role of facilitators in preparing staff for partnership work. In two of the cases, staff also spoke of the importance of the students having breakthrough moments where they realized that they were being listened to and that staff were taking their suggestions and ideas seriously by acting on them. Furthermore, Bovill makes note that while this type of partnership work does not erase the importance of the expertise of the staff members, it does change the role of staff towards becoming a 'facilitator of learning'.

Staff continue to have control over preliminary design decisions, and staff motivations for participating in partnership work differs in each case. The students that participated in these cases were a mixture of retrospective, current, and future students. All cases reported increased levels of student responsibility for their learning, as well as enhanced student performance and teacher satisfaction.

Full citation: Bovill, C. (2014) An investigation of co-created curricula within higher education in the UK, Ireland and the USA. *Innovations in Education and Teaching International*, 51(1), 15-25.

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A model of active student participation in curriculum design: exploring desirability and possibility

C. Bovill, C.J. Bulley

The aim of this article is to facilitate and stimulate discussion and provide terminology and definitions for ASP in curriculum design. This is done by introducing a "Ladder of student participation in curriculum design". The ladder is a modified version of an eight-rung ladder of citizen decision-making introduced by Arnstein (1969).

The authors discuss different examples of the eight rungs and give arguments both for and against moving to the top rung within curriculum design. In the end the authors hope for a general increase in participation by students in curriculum design, a vision, not a new one, but a vision posed almost a hundred years ago by Dewey J. (1916).

[*A model of active student participation in curriculum design*](#)

Learning, Leading, and Letting Go of Control: Learner-Led Approaches in Education

Iversen, Ann-Merete, Pedersen, Anni Stavnskær, Krogh, Lone, and Jensen, Annie Aarup, 2015

Iverson et al. expound upon a teaching philosophy where the learner and learning are central, and the teacher and teaching take on a facilitation capacity. The authors define learner-led approaches as an approach that 'combines traits from the student-directed teaching and learning approach and self-directed problem-based project work and heavily relies on the students' active and responsible participation' (p.2). Collectively, teachers and students co-create the methods and approaches that are relevant for that particular space and time. By so doing, higher education may tap into the motivations for learning in the post-modern student, who is characterized by a deep sense of individualism and responsibility for creating the best future possible for oneself. Moravec (2014) also describes current student in higher education as a 'knowmad', or a student who feels a high degree of responsibility for shaping one's future. An education that is relevant and valuable for learners of the current world, thus, cannot rely on classic teacher-led methods. Students are, as such, defining their learning processes within the framework of formal educational goals.

Full citation: Iversen, Ann-Merete, Pedersen, Anni Stavnskær, Krogh, Lone, and Jensen, Annie Aarup (2015). Learning, Leading, and Letting Go of Control: Learner-Led Approaches in Education. *Sage Open*, 5(4) DOI: 10.1177/2158244015608423.

Institutional Strategies

Scaffolding pedagogic excellence in higher education

Elmgren, M., Andersson, S., Pears, A., Pålsson, S. (2013)

In: Chris Rust (ed.), *Improving Student Learning through Research and Scholarship* (pp. 164-176). UK: Oxford Brookes University

The Faculty of Science and Technology at Uppsala University established the Council for Educational Development at the Faculty of Science and Technology, (in Swedish: Teknisk-naturvetenskapliga fakultetens universitetspedagogiska råd, TUR). TUR has played an important role in the strategy to improve teaching and learning and has proved successful in many ways. This chapter expounds upon the work of TUR with staff and students, emphasizing a more collaborative

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learning and teaching environment.

Inclusivity

A Call for Expanding Inclusive Student Engagement in SoTL

Peter Felten, Julianne Bagg, Michael Bumbry, Jennifer Hill, Karen Hornsby, Maria Pratt, Saranne Weller, 2013

These authors discuss why certain students tend to be excluded from SoTL (the Scholarship of Teaching and Learning), how SoTLs could increase the diversity of student voices heard within their initiatives, and what the potential benefits of doing this are. Their starting point is the transformative potential of student-faculty partnerships in curriculum development, teaching, and SoTL, yet Felten *et al.* digress directly into the challenges that exist within these contexts. Indeed, “an uncritical adoption of student engagement practices might reinforce existing hierarchies amongst the tutor-student and student-student relationships” to the extent that the “presence of institutional and social power relations can, therefore, lead to the silencing of some students’ voices” (Robinson 2012:10 as cited by Felten *et al.* 2013). “At the same time, a society’s exclusionary practices linked to gender, race, nationality, sexual orientation and socio-economic status can be reconfigured in the academy to also silence certain voices” (Felten *et al.* 2013:64). As such, they acknowledge that there is no homogenous student voice and argue for a critical approach as to which voices are silenced or excluded in SoTL work.

They highlight three main approaches with the potential to systematically diversify and increase the number of student voices heard in SoTL contexts: “engaging students in relatively flexible places on campus, educating students about the purposes and practices of SoTL, and helping develop the academic skills necessary for students to participate in serious inquiry into learning and teaching” (Felten *et al.* 2013:68).

The inclusion of diverse voices in SoTL has the potential to transform the traditional university experience instead of reifying “existing academic practices that privilege certain ways of knowing and being” (Felton *et al.* 2013:69).

Full citation:

Felten, P., Bagg, J., Bumbry, M., Hill, J., Hornsby, K., Pratt, M., Weller, S. (2013) A Call for Expanding Inclusive Student Engagement in SoTL. *Teaching and Learning Inquiry: The ISSOTL Journal*, 1(2), 63-74.

Understanding and Developing Student Engagement

Colin Bryson (ed.) (2014)

London and New York: Routledge

This book is a conglomeration of work based on a network focused on Researching, Advancing and Inspiring Student Engagement (RAISE) (a partnership project between students and faculty), and aims to provide a critical analysis of the nature of student engagement (SE) and the practices used to increase opportunities for SE. The authors make apparent that “there are as many student experiences and levels of engagement as there are students” (xvi) through juxtaposed student and staff voices and experiences. The purpose of this book is to illustrate the interesting and inspiring stories of students and their specific engagement, preserving the distinctive flavor of each narrative and strengthening its validity. What it shows is the diversity of student motives for engagement and how, often, these can be quite different from how faculty see SE.

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Diversity is an important theme running throughout the book, and how faculty may cater to heterogeneous groups, and appreciate the dynamism of social relations whereby SE cannot be reduced to a cut and paste technique. Bryson's book attempts to inspire the pedagogical imagination in a massified higher education system, which, he argues, sees the student as a consumer.

This book, authored by students and faculty, is, as such, meant for both student and faculty enjoyment and use. Colin Bryson has been researching SE for over 10 years.

Other recommended literature

Chick, N. L. (2013). Difference, privilege and power in the scholarship of teaching and learning: The value of the humanities in SoTL. In K. McKinney (Ed.), *The scholarship of teaching and learning in and across the disciplines* (pp. 15-33). Indiana: Indiana University Press.

Cole, D. (2007). Do interracial interactions matter? An examination of student-faculty contact and intellectual self-concept. *Journal of Higher Education*, 27(3), 249-281.

Cook-Sather, A. (2007). Resisting the impositional potential of student voice work: Lessons for liberatory educational research from poststructuralist feminist critiques of critical pedagogy. *Discourse: Studies in the Cultural Politics of Education*, 28, 389-403.

Cook-Sather, A., & Agu, P. (2013). Students of Color and Faculty Members Working Together Toward Culturally Sustaining Pedagogy. In Groccia, J., & Cruz, L. (Eds.), *To Improve the Academy*, 32. San Francisco: Jossey. Bass/Anker.

Sabri, D. (2011). What's wrong with the 'student experience'?, *Discourse: Studies in the Cultural Politics of Education*, 32(5), 657-667.