

A FRAMEWORK FOR PROMOTING CHANGE IN TECHNOLOGY USE THROUGH ENGAGING STUDENTS

The framework is designed around two key dimensions:

- The extent to which any activity is led by students, or led by the institution
- The extent to which any activity is premised on active engagement by students in change, or is based on more passive forms of representation

The framework may allow a better understanding of formal engagement with students, the different forms that this can take, and where responsibilities lie.

EMPHASIS ON THE STUDENT VOICE

STUDENTS AS EVALUATORS OF THEIR HE EXPERIENCE (THE STUDENT VOICE)

Students offer feedback, views and opinions and are listened to on an institutional basis, in order to build an evidence-base as a basis for enhancement and change. Decisions for action tend to be taken at subject and/or institutional level.

eg:

- Using national/University/ subject designed monitoring devices such as questionnaire surveys (external survey such as the NSS that allows feedback on resource-provision; internal surveys such as for module feedback that include questions on technology).
- Offering feedback through the Students' Guild representation systems (via SSLCs and other forms of representation), as with students expressing a desire for additional technology use beyond the first year.

STUDENTS AS PARTICIPANTS IN DECISION-MAKING PROCESSES

Students engage in institutional decision-making, in order to influence enhancement and change. Decisions tend to be taken collaboratively with staff and students but do not involve students in action.

eg:

- Showing commitment to developments in technology use through student/staff dialogue and discussion (such as via SSLCs and other forms of representation).
- Involvement by students in subject-committees and structures, with a focus on the student voice in decision-making about technology use.
- Opportunities to influence decision-makers, as through the School's student 'technology champions' group.

EMPHASIS ON
THE UNIVERSTY
AS DRIVER



Engaging
students in the
promotion of
technology



EMPHASIS ON
THE STUDENT
AS DRIVER

STUDENTS AS PARTNERS, CO-CREATORS AND EXPERTS

Students are collaborative partners in curriculum provision and professional development, in order to enhance staff and student learning. Decisions for action tend to be taken at subject and/or institutional level.

eg:

- Reversing roles - students training staff in new skills, such as with new technologies, wherein students have the greater expertise (WebCT to the Exeter Learning Environment; student champions for managing Flipcam video).
- Students teaching peers about free technologies they use.
- Designing curricula, as with student involvement in module design.
- Producing resources on technology or by means of technology, such as Induction or Employability resources for students.

STUDENTS AS AGENTS FOR CHANGE

Students are collaborative partners in pedagogic knowledge acquisition and professional development, with the purpose of bringing about change. Decisions for action tend to be promoted by students and engaged with at subject and/or institutional level.

eg:

- Students setting their own agendas for research on technology in learning and teaching, in collaboration with SSLCs and other such fora.
- Students engaging with research processes to investigate technology use and requirements, or using technology to collect data (eg clickers').
- Students implementing their recommendations/ solutions re technology, supported as appropriate by staff/School, as with 4000 'clickers' bought for all taught students, use of streamed video..

EMPHASIS ON STUDENT ACTION