



Students engagement from the perspective of Edinburgh University Students' Association

Carl Harper,
Vice President Education, Students' Association



Outline of session



10:00 Welcome and introductions

10:05 Presentation

10:20 Questions and discussions

10:50 Feedback

10:55 Close and finish

The engage network is open to staff and students – You are ALL welcome



Registration

Please go to this link to register your attendance: <https://edin.ac/48gojk8>



WHO AM I? SABBATICAL POSITIONALITY



CARL HARPER

**VICE PRESIDENT
EDUCATION**

REPRESENTATIVE

ACTIVIST

TRUSTEE

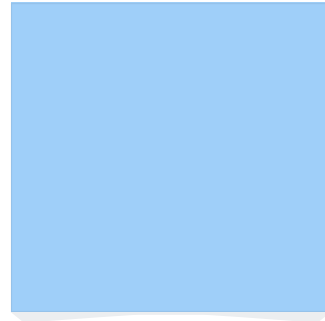
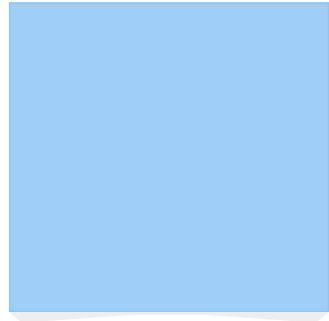
EXPERT?

REFLECTION SESSION:

AS STAFF: Imagine you were a student expected to give feedback, face-to-face to relevant senior staff, on your student experience. What reservations would you have about sharing your experience? What would be a hindrance? What assumptions would you make about staff? What would you be feeling? What would you need to do or know in order to feel secure doing so? What feels at risk?

AS STUDENTS: Imagine you are a senior member of staff expecting to hear feedback from students on their student experience. What assumptions do you envision yourself making about them? What assumption do you envision yourself making about your own knowledge of the situation? Would you think you would have more expertise? What are you assuming they know? Would they know the same? How would you feel if you received feedback that was unexpected or inconsistent with what you have been led to believe?

Wordle Link



SUCCESS THROUGH REAL LIFE EXAMPLE: CAHSS UG CSSLC

TACKLING THE STUDENT-TEACHER CONTRADICTION

- The set up of the room allowed for discussion to pivot foremost around the priorities of students
- staff and students sitting side to side, eye to eye based on priority, parity of expertise
- treating students as the expert in their own experiences, allowing staff to ask questions

ALIGNMENT NOT IMPOSITION

- The University have Learning and Teaching Priorities and Principles/ Strategy they need to work on
- Also a major priority to students
- Allows it to be steered from the perspective of students

QUALITY ATTENDANCE AND ENGAGEMENT

- Full room
- Ran overtime
- Many takeaways regarding the learning and teaching strategy (broad, varied, nuanced)

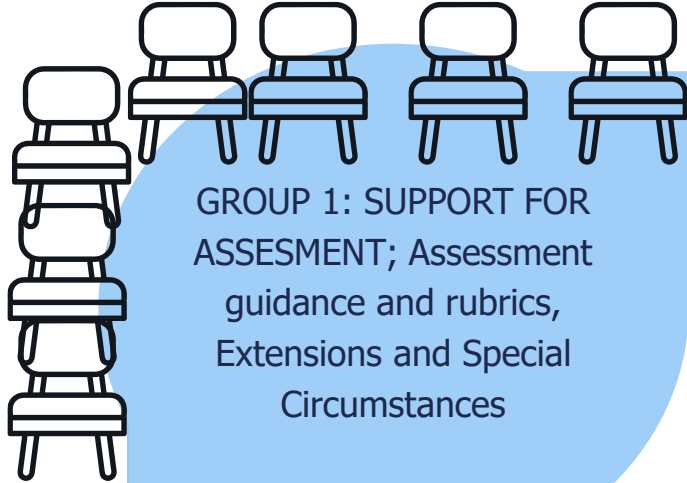
THE VALUE OF PRE-MEETINGS

Letting students set the agenda allows for confident convictions, ultimate prioritization, and the possibility for an evidential basis.



Also allows for sensitive material that could potentially benefit from an element of anonymity to be raised.

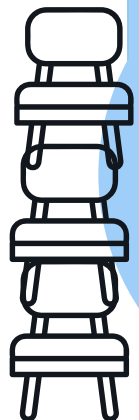
THE VALUE OF SET UP AND BODY LANGUAGE: ROOM SETUP



GROUP 1: SUPPORT FOR ASSESMENT; Assessment guidance and rubrics, Extensions and Special Circumstances



GROUP 2: SUPPORT FOR ASSESMENT; Quality Marking and Feedback, Feedback Turnaround times s



GROUP 3: DESIGN OF ASSESMENT; Timing and Spacing of assesments, type of assesments



GROUP 4: DESIGN OF ASSESMENT; Assessment across programmes, Ammount of Assesment



FIT FOR PURPOSE FEEDBACK AND ENGAGEMENT

SSLCS are one of many ways to engage with students and get feedback, but should not be the only one.

HONORING AND ADDRESSING NON-ENGAGEMENT

Multiple Reasons for non-engagement (trust, sensitivity, awareness, framing, work)

data is out there (forums, surveys, protest, news stories, conversations)

WHEN SSLCS ARE APPROPRIATE

formality as an advantage (political capital, highly organized, intended to connect the right people, hubs for feedback)

broad issues that are generalizable, core to student experience

WHEN SSLCS ARE NOT APPROPRIATE

Formality as a disadvantage (power differential, intimidation, limits to representation, structured and limited time)

situated issues, issues of a sensitive nature

Edinburgh
University
Students'
Association



EUSA AND AVENUES OF FEEDBACK

Students reaching out is the most direct form of feedback we use. However, beyond that we do have other means.

THE ADVICE PLACE

While this is not used primarily for feedback purposes, on matters which are more sensitive and situated (often where students do not want to be reached out, want to stay anonymous, where students will not be singled out) volumes of cases or generic trends are reported. Permission is given for case studies to be used.

STUDENT VOICE FORUM

Similarly to SSLC's, we give students the opportunity to steer the narrative/agenda when in conversation with Senior Management.

STATISTICS, SURVEYS, DATA, NEWS STORIES, PROTESTS, CONSULTATIONS ETC. ETC.

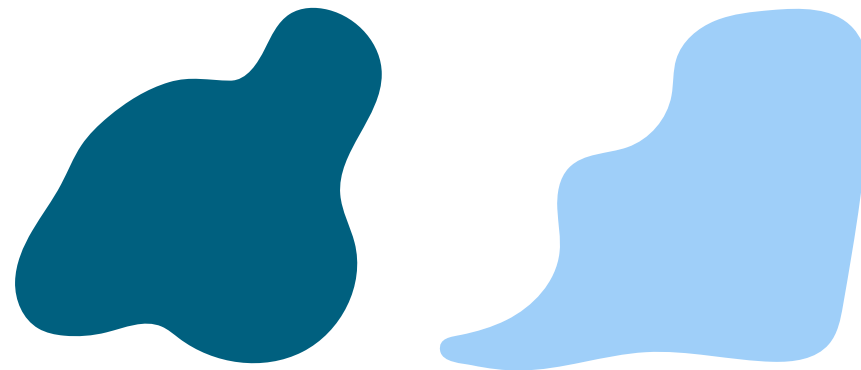
We look around us- formally given feedback still holds lots of weight so please fill these out as much as possible! Consultations from EUSA will typically be platformed through our all student newsletters, sent to representatives, student voice online hub, social media. The University platforms them differently but similarly.

STUDENT COUNCIL

Motions give us a mandate to act on, accountability reports give us the opportunity to communicate what we're working on and be held to account, and the discussion time provides useful feedback!



THANK YOU!





Breakout groups



Discussion questions:

- Think about the question from your perspective first, and then share your thoughts as a group. You will have 10 minutes per set of questions.

Q1. From staff perspective: Are you assuming you know the needs of students better than they do?

Q1. From student perspective: Are you assuming that someone else knows your needs better than you do?



Breakout groups



Discussion questions:

Q2. From staff perspective: What do you think is the best way that you can communicate with your students?

Q2. From student perspective: What do you think are the best channels for communicating your needs?



Breakout groups



Discussion questions:

Q3. From staff perspective: What is a hindrance in seeing or treating students as an equal?

Q3. From student perspective: What would help you to feel more confident in communicating with staff?



Feedback

Please go to this link to provide your feedback for today: <https://edin.ac/3H5meLZ>





Resources from today



Digital Register Link: <https://edin.ac/48gojk8>

We will post **resources** from this session to the engage webpage

<https://www.ed.ac.uk/institute-academic-development/learning-teaching/connect/engage>

Scroll down to 'Previous engage events and resources'

Please give us **feedback** – how was the session today? <https://edin.ac/3H5meLZ>

Would you like to be on the **engage mailing list**? Send an email to iad.teach@ed.ac.uk



Next engage event



Friday 23rd February 2024, 10:00-11:00, Online

Exactly how engaging is a curriculum for the future?

Elaine Brown, Institutional Lead for Personal Development Tutoring and Ruskin Modules