**Students as Co-Creators**

**Application Form – Curriculum Design Collaborations (CDC)**

The CDC strand of Students as Co-Creators enables staff to work in partnership with students to develop an aspect of their course or module.

Examples include:

* Learning materials
* Assessment guidelines
* Syllabus or assessment content
* Teaching style
* Blackboard
* Handbooks

We welcome all members of staff to apply for a CDC Students as Co-Creators project. The Students as Co-Creators team can pair members of staff with students from the Foundation years and above. It is also possible for members of staff to approach and pair themselves with students.

To apply, please answer **all** of the questions below and email the form to studentpartnership@westminster.ac.uk by the 19th October 2018. You may wish to consult the ‘Westminster Co-Creators Principles’ available [here](https://drive.google.com/file/d/1D22LDngPnIabDmnatg_BpzjaZkAjvrqi/view?usp=sharing), before making your application.

|  |  |
| --- | --- |
| **Name**  |  |
| **Email** |  |
| **College/School** | **DCDI** |

1. Which area of your curriculum are you interested in reviewing? Please tell us what you think will be involved in undertaking this review.

I am interested in reviewing how we deliver seminars on theory modules. I have a couple of ideas how to make them interactive and thought-provoing. For now, the prevalent format is group discussions, slides-based presentations and student-led presentations. I would like to invite students’ creativity to draft new and useful ways to deliver theory learning and drive debates in the seminars.

1. Why do you want this review to take place in partnership with students?

I am appealing to the creative inpup of Year 3 students of media courses, as by this time they would have had three years of experience of theoretical modules. I would like to learn from them what practices and approaches they found most useful during and after their modules took place; on reflection, what would they have done differently and preferred to have been taught differently. What modes of teaching they would propose to enhance learning and student experience (it can be interactive games, quizzes, role plays, trying real-life problem-solving or other kinds of teaching and leaning activities). I am convinced that, combining my experience as a lecturer and HEA Fellow, knowledge of academic studies on education, with the creativity, reflection and brainstorming with soon-to-be graduates, we can come up with novel methods which would increase student satisfaction with theory modules, and also enrich students with exciting, stimulating learning sessions.

1. How do you propose to undertake this review? Please describe how you want to work with students.

I am planning a two-setp approach. Step 1. First, we conduct brainstorming sessions (it can be a ‘café’ or Away Day format) with the students from various courses (it can be media, or any other huamnities or social sciences students whi have theory modules). We work on groups on various interactive formats of deliversing seminars. Then we discuss and come up with top-5 approaches to try and implement.

Step 2. We try the novel teaching approaches on several modules that run in Years 1 and 2 on their respective courses. As I am teaching on theory modules across media studies in Years 1 and 2, I can implement new techniques in seminar time – provided, that it is in line with the validated module proforma. Then, if tutors from other courses agree to this experiement, we can ask them to try these new methods in their teaching.

The students who are involved in this project, will co-lead or supervise the teaching sessions, so that they can then report on the strong and weak sides of each proposed method.

Step 3. As a result of this CDC, we will produce a brief report that suggests working practices for effective theory seminar delivery. These can be distributed across faculties. As additional bonus, I can submit the results of this work as a research paper to the academic journals on Higehr Education, which would also raise the profile of University of Westminster as a leading institution in student-centred learning.

**If you have confirmed with students that they would like to work in partnership with you, please provide their details below (you can work with up to 3 students on one project):**

|  |  |  |  |
| --- | --- | --- | --- |
| Student Name  |  |  |  |
| Student Email |  |  |  |
| College/School |  |  |  |

**If you do not provide students details above, the Students as Co-Creators team will match you with students and contact you.**

**Next Steps**

A student and staff selection panel will meet on the 24th October 2018 to assess the applications. You will receive the outcome of your application via email by the 9th November. If your application is successful, your team will be required to attend a **mandatory introduction workshop** on **21st November 2018, 2-5pm**.

**Timeline**

\*If an ethics application is considered necessary, this may be submitted to the relevant School ethics committee or CTI ethics committee.

For further information and guidance on completing your application form please contact:

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