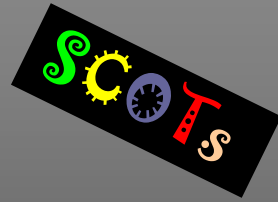


SCOTS

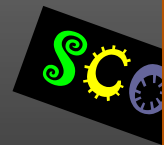
Students Consulting on Teaching



Deborah Etherington – Co-ordinator – Student UG Acupuncture

Edward Perry – SCOT team member – Student UG Acupuncture

Karin Crawford – Principal Teaching Fellow in School of Health and Social Care, SCOT project lead



SCOTS – the project



- An innovative idea – acknowledgement to work in the USA in this area;
- A pilot project in the School of Health and Social Care at the University of Lincoln;
- A resource or service for lecturers to get objective student feedback on various aspects of teaching and learning;
- A ‘teacher-driven’, confidential, flexible and voluntary service, with the lecturer and the SCOT negotiating how the task will be undertaken.
- Is co-ordinated by a part-time student co-ordinator



SCOTs - the team

- are undergraduate students who have an interest in teaching and learning and the enhancement of the student experience;
- have been recruited and are paid on temporary contracts for the period of the pilot project;
- as students are 'experts' on what it is like to sit in classes;
- are not enrolled in the classes of the lecturers they work with so they can offer an objective student perspective;
- have all undertaken training before working on the project and attend regular SCOT meetings.



The SCOTS project – some fundamentals



- A project development group including academic and student representation, including engagement of the student union;
- Identified small pocket of funding;
- Alignment with institution's strategic objectives and values;
- Approval from University Teaching and Learning Committee;
- A willingness at all levels to 'take a risk' and be innovative!



Challenges

- Lengthy processes for approval – time delays;
- Recruitment processes not always ‘fit for purpose’;
- Raising awareness of opportunities amongst students (related to timing issues);
- Balancing opportunity with study priorities for students;
- May only engage academics who are already working to enhance their practice;
- Academic concern beyond the School of Health and Social Care.



Opportunities

- Trying something different – not only the project itself, but within the detailed work of the SCOTS;
- Meaningful, timely engagement with student feedback;
- Valuing the student ‘voice’; students as co-producers of knowledge and learning; Teaching in public;
- To work with a very dedicated small team on a specific (currently time limited) project;
- Opportunity, we hope, to expand further in the institution next year – perhaps embedding this within the peer observation policy as an option;



Evaluation

- On-going – reflective approach from all concerned (within boundaries of confidentiality);
- Supportive collaborative team approach throughout (e.g. policy development);
- Data collection;
- Action research approach;





SCOTs Students Consulting on Teaching

University of Lincoln
School of Health and Social Care

www.tinyurl.com/lincolnscots

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Group Discussion – some questions...

- What mechanisms do we currently have in place to engage students meaningfully in the development of learning and teaching?
- Could this project be helpful in your practice context?
- What questions or issues does this raise for you/your group?

