Keynote 2

Developing students as learning partners: how students learn, and where technology can assist

This keynote will approach the conference theme of students as partners and collaborators in the learning process by considering three main ideas: what research evidence tells us about the ways students learn, how students describe strategies that support their own learning, and ways in which technology can assist in this endeavor.

There are multiple frameworks and collections of research-based principles that describe conditions under which student learning is optimized: I will present a brief overview to inform our thinking of how we might involve students as learning partners. Just as important is the student perspective of how they approach their learning and the impact these strategies have on outcomes. I will present feedback from UBC students in the form of a student-produced video, together with insights from the literature. Finally, I will highlight trends in technology use and uptake and the role it can play as an enabling pathway for students as partners.

Plenary 2

Developing students as learning partners: Practical exemplars

In this talk, I will present a series of short case study exemplars of how we have used students as partners in various learning activities at UBC. These examples map on to one or more dimensions of teaching activity provision and delivery of
content; facilitating and sustaining student-student interaction; formative and summative assessment; and support for Faculty in using technology in their courses. A common thread running through all examples will be the engagement of students as active participants in designing or delivering aspects of the learning enterprise, through activities aligned with the research-based principles that support student learning. Participants will be able to access summary material, going into greater detail for each of the case studies, and will also be encouraged to consider variations on some of these approaches in advance of the workshop session the following day.

**Workshop**

**Developing students as learning partners: Designing solutions for your context**

During this interactive workshop, participants will consider how they might incorporate elements in which students act as learning partners into their own teaching. Using the categorization of teaching activities introduced in the preceding plenary (content, interaction, assessments) participants will choose a focus area, which will form the basis of workshop groups.

We will lead participants through a process where they describe the current state in their course, detail the proposed change or transformation that incorporates the idea of students as learning partners, specify their aims and outcomes for the change and what success will look like for them. Through paired and group discussion, we will identify and document common challenges and opportunities for the participants’ proposed enhancements.