Learning and Teaching to Empower Students

(11:25 – 11:30)

Overview of the Session

1. What is Student Empowerment?
2. Key Considerations
3. Benefits and Challenges
4. A Matter of Perspective –Examples of Practice
5. Debrief

Participants will leave the session with:

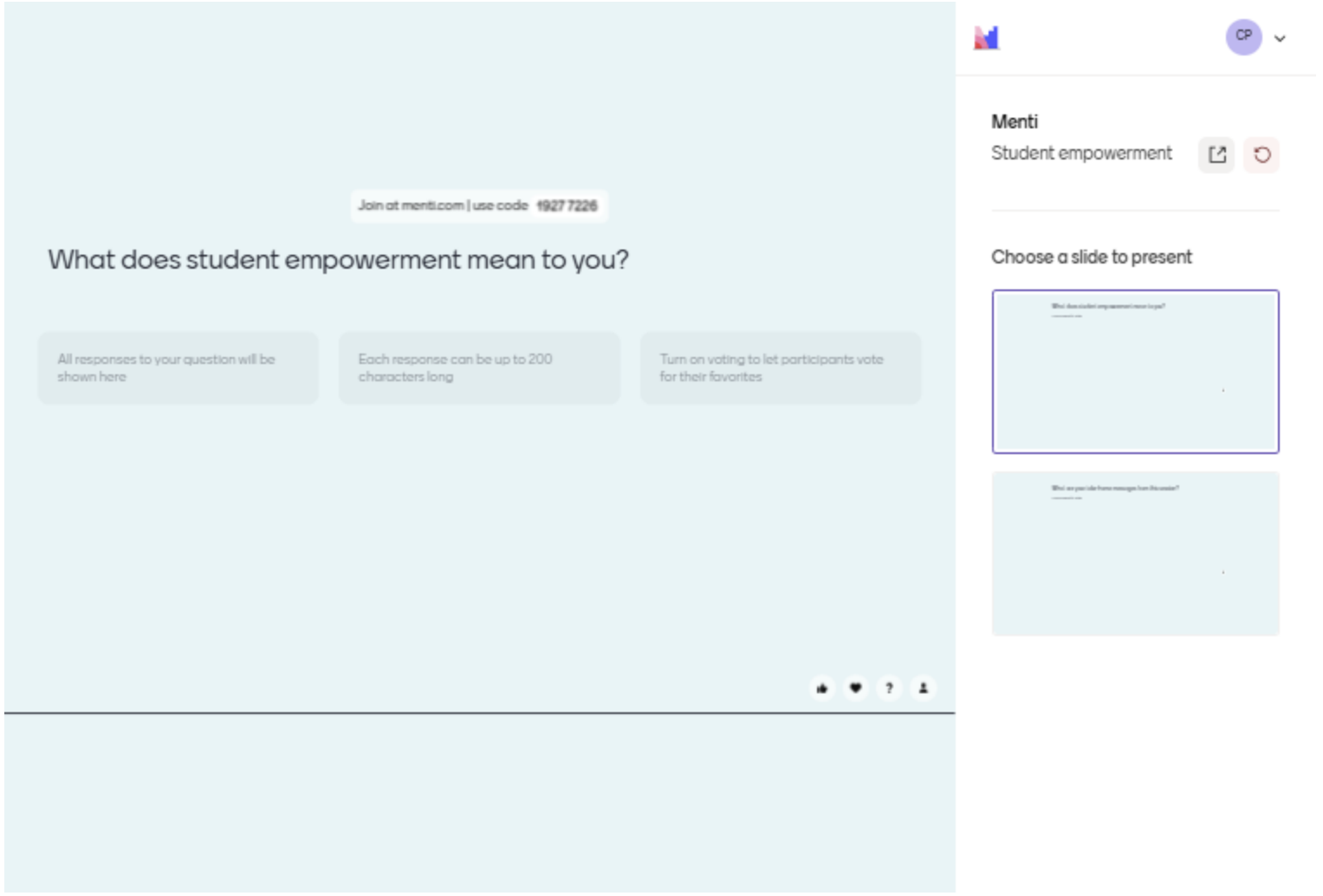
- A deeper understanding of the **benefits of student empowerment** and an introduction to institutional **approaches to facilitate** it.
- Inspiring ideas about how to translate the concept into **practice**.

Facilitators:
Connie Pritchard, Cardiff University, United Kingdom
A. Prof Gunvor Larsson Torstensdotter, Linköping University, Sweden
Catherine Bruen, Prof Jan Illing and Dr Helen Kelly, Royal College of Surgeons, Ireland

(11:30 – 11:40)

1. What is Student Empowerment?

Activity: Join at **menti.com** using code 1927 7226 or scan QR.

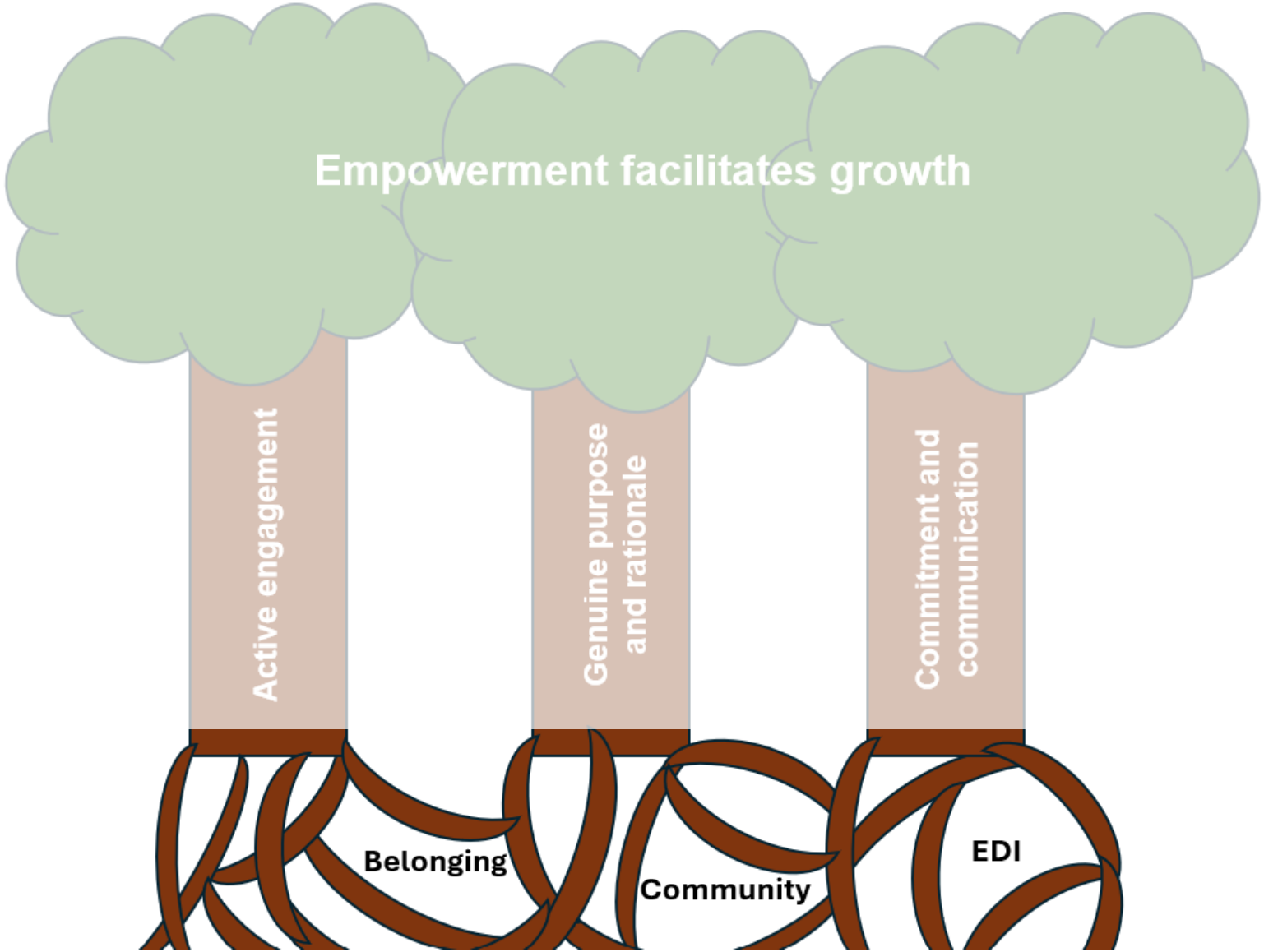


"The belief that one controls one's life and that one can make positive changes in one's surrounding environment"

Broom, C., 2015, "Empowering students: Pedagogy that benefits educators and learners", *Citizenship, Social and Economics Education*, 14(2), pp. 79–86.

(11:40 – 11:50)

2. Key Considerations for Student Empowerment



Do these considerations for student empowerment fit with your institution?

(11:50 – 12:10)

Activity: Within your table, discuss how these considerations relate to your own experiences within Higher Education (10 mins). Swap tables (5 mins).

Table 1: Community, a sense of belonging and EDI (equity, diversity and inclusion) underpin empowerment.
Table 2: Empowerment requires active engagement by all stakeholders.
Table 3: Empowerment needs to be genuine.
Table 4: Empowerment requires commitment and transparent communication.
Table 5: Empowerment facilitates growth.

(12:10 – 12:15)

3. Benefits and Challenges to Student Empowerment

Supporting students' **personal development** and wellbeing.

Preparation for **future roles** and challenges.

Facilitating interactions and strengthening the **institutional community**.

Improving the **learning environment** and methodologies.

Logistical: institutions may be limited by insufficient financial, human or other resources.

Cultural: changing mindsets, developing trust and creating a safe space for open exchange might be a daunting task.

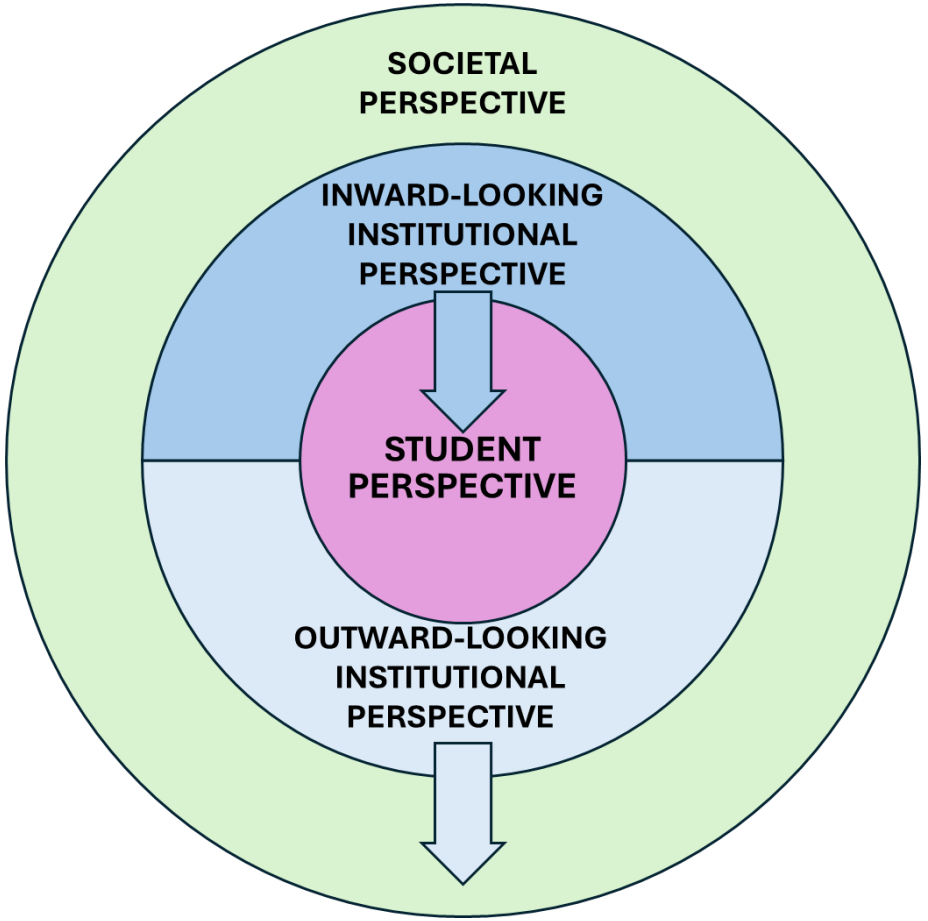
Student-driven: pressures of non-academic commitments, such as work or caring responsibilities.

Staff-driven: a lack of staff training on how to approach this practically, or lack of understanding.

(12:15 – 12:45)

4. A Matter of Perspective – Examples of Practice

1) **Student perspective**: foster co-creation and partnership in learning and teaching.
2) **Inward-looking institutional perspective**: foster a sense of institutional community and belonging throughout the entire student cycle.
3) **Outward-looking institutional perspective**: view the existing institutional community and consider how to widen it by making it more equitable, diverse and inclusive (EDI) and how to safeguard students' rights and interests.
4) **Societal perspective**: foster life skills, which is an umbrella term encompassing various skills that prepare students for life after university.



Activity: Within your table, take on the role of your allocated perspective and discuss your own practice examples (10 mins). Each table to feedback to group (15 mins).

(12:45 – 12:55)

5. Debrief