**Disciplinary approaches to connecting the higher education curriculum**

500 word short case-study vignette proposal form

Please use this form to submit a 500 word case study vignette. Please submit the case study as you would propose it to be published.

For the most up to date information, regarding deadlines and specific requirements see [www.ucl.ac.uk/connectedcurriculum/research](http://www.ucl.ac.uk/connectedcurriculum/research)

Proposals must clearly link to the UCL Connected Curriculum. A succinct brochure, including the flexible framework of dimensions, can be found on the right side of the webpage: [www.ucl.ac.uk/connectedcuriculum](http://www.ucl.ac.uk/connectedcuriculum)

**Information for the selection panel**

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| **Author’s name and email address** | Dr Jenny Marie, j.marie@ucl.ac.uk |
| **Institution name** | UCL |
| **Institution Address** | CALT, 1-19 Torrington Place, London, WC1E 7HB |
| **Proposed submission theme, relevant to UCL’s Connected Curriculum (please delete as appropriate)** | 1. Students learning through research and enquiry
2. Students connecting with staff and their research
3. Students learning to produce outputs – assessments direct at an audience
4. Students as partners
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**The short vignette (as you would propose it to be published), maximum 500 words**

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| A short 50-100 word biography about you, and the context from which you are approaching the curriculum developmentDr Jenny Marie leads UCL ChangeMakers, which supports students and staff across the whole of UCL to work in partnership on educational enhancements. She has worked in educational development for 10 years, mainly in the areas of skills development, facilitation and adult learning. She is a Senior Fellow of the UK Higher Education Academy. |
| The case study, in 400-450 wordsUCL ChangeMakers is designed to further UCL’s aim of students being full partners in the university’s future (https://www.ucl.ac.uk/ucl-2034). The original idea was to empower students to develop and carry out their own educational development change projects, by providing funding and central support for student-initiated projects. All the projects enhance the student learning experience but they vary widely. For example, a current project is developing a series of videos on 3D printing, while a previous one organised Skype calls with a South-American university to allow students to practice their language skills. Not all projects are discipline specific; last year students came from a variety of disciplines to consider how to enhance the module choice process.All the projects involve an element of enquiry – either by investigating the demand for a change, how it is best implemented or by evaluating a pilot. Students are offered training on research ethics, research methods, project management and leadership. As well as being supported centrally, students are required to work with a member of UCL staff, who provides disciplinary support for the project, ensuring its relevance and utility for the context in which it will be implemented. As such, students learn through enquiry, connect with staff and have to produce outputs, such as reports, to persuade their audience of the utility of the change. The students are also all encouraged to discuss their work at UCL’s Teaching and Learning conference.UCL ChangeMakers had a successful pilot year in 2014-2015, with lead students reporting that undertaking a project had empowered them and given them a greater sense of belonging to the institution (see videos at http://www.ucl.ac.uk/changemakers/projects/projects-info). However, our ambition has grown and we now also aim to help normalise staff/student partnerships in educational development work across UCL. In 2015/16 we therefore introduced staff-initiated projects, which have to forward the aims of the Connected Curriculum (see <http://www.ucl.ac.uk/changemakers/projects/projects-info> for a list of current projects).UCL ChangeMakers also introduced an institution-initiated strand this year, whereby UCL decides on an educational priority each year for students to work on in partnership with their department. In 2015/16 the focus is on assessment and feedback and we currently have 26 students working with 18 departments to develop resources for both staff and students to aid assessment literacy, fairness of assessment, and the quality and use of feedback. Examples include students running focus groups for the Transforming the Experience of Students Through Assessment process ([www.testa.ac.uk](http://www.testa.ac.uk)), and developing feedback proformas. We intend to publish the resources they develop on UCL’s website and run a presentation session about the work, to make it accessible available across the institution. |
| Total word count (max 500): 486 |