Supporting student criticality: student-staff partnership opportunities

To help with the activities in this section, the insights and experiences of current students can be drawn on. In partnership with staff, current students could, for example:

- provide more student friendly insights on what becoming ‘more critical’ has meant and involved for them
- co-supervise and co-facilitate activities (again, drawing on their own insights and experiences)
- take part in a Peer Assisted Learning (PAL) scheme
- co-author programme-specific guidance and advice on what being critical means and how students can develop their own criticality.

Staff and students can also work together to research and establish better shared understandings of the following kinds of questions:

- What does ‘being more critical’ mean in our discipline?
- Why is it considered so important?
- What levels of agreement (or otherwise) are there across course teams regarding what it means and how it’s recognised in students’ work? Where there are differences, how are these communicated to, and understood by, students?
- How is student criticality supported on the programme and could this be developed or improved?
- How is criticality recognised in assessment criteria and marking rubrics and do staff and students interpret these in the same ways?
- How could the teaching on the course help to better model criticality and better scaffold students’ criticality
- What role could personal tutorials play in helping develop student criticality?

To discuss these or other ideas further, contact Dr Mark Van Der Enden (mv92@leicester.ac.uk)