Student Engagement in the Biosciences

The UK Centre for Bioscience takes an active role in developing and promoting student engagement within its communities, and is involved in a number of related initiatives that span all levels of Higher Education. You can see an overview here, and full details are available on our website: www.bioscience.heacademy.ac.uk/network/studenteng.aspx

Dimensions of student engagement

Individual Learning

Students engaged in their own learning through formal academic study. For example:

- Self-reflection about their own learning
- Participation in extra-curricular activities
- Learning with and from their peers [see below]

Creating Reflective Videos During Practical

Curriculum Design and Delivery

Students involved in the design and delivery of their own learning.

For example:

- Evaluation during course with rapid feedback and response
- Students participating in research projects •
- Students generating materials for others to use [see below]

Discipline Level

Student membership of disciplinefocused student networks. For example:

- Membership of professional body, subject centre or discipline advisory groups
- Subject in discipline-specific pedagogic research, focus groups and surveys
- Student Award [see below]
- Bioscience student network [see below]

Classes

Designed to introduce a level of reflection into year 1 chemistry practical classes taken by bioscience students. Using video-sharing engaging technology to engender cohort identity and inclusivity in a large heterogeneous first year group where transition and retention issues can sometimes be a problem.



tinyurl.com/BioReflectiveVideos

School / Department Level

Student representation (membership) on school committees / faculty boards.

For example:

- Student Rep sitting on Staff Student **Liaison Committees**
- Summative evaluation (usually questionnaires) at programme and course level
- Membership of faculty boards
- Student involvement in internal subject

Post graduate students who teach

Development of Enquiry-Based Learning (EBL) for Undergraduates

Two undergraduate interns from Biological Sciences joined a group of seven from across five faculties at the University of Glasgow, and were trained in EBL methods. The interns produced an EBL guide for staff and students, an accompanying website and posters, then worked with staff, developing an intervention in a lecture on ethics, and an EBL exercise for 1st year biology students.

A Virtual Laboratory for Bioscience e-Learning Projects

A six-step framework for a course to train and support final year students who opt for e-learning projects. Students plan, design and develop e-learning resources that support the undergraduate curriculum and contribute to the Faculty's overall e-learning strategy.

Institutional Level

Student membership of institutional student representation groups. For example:

- Students engaged in institutional quality processes
- **Student Union Activities**
- Institutionally relevant items on NSS / questionnaires

Student Award

The UK Centre for Bioscience Student Award, open to all UK higher education students studying a pure or applied biological science, aims to raise awareness in the bioscience teaching and learning community students' opinions and experiences of learning in the biosciences.

Bioscience Student Network

This work builds on a pilot project run in association with SPARQS to bring together current course/class representatives from across five different subject areas to look directly at students' education and the learning they receive.

UK Policy Level

Student membership / consultation on cross-sector working groups or projects.

For example:

- National representation on NUS
- Membership of National Student Forum • (NSF)
- **Representation on SPARQS steering** committee (Scotland)

review

Student involvement in university governing bodies

The UK Centre for Bioscience is working with SPARQS to run a series of events for students to help them play a role in shaping their curriculum

Student Participation in Quality Scotland





Bioscience Student Pages

Information for students on:

- **Bioscience Student Award**
- Things that may be useful for your studies
- Where next after graduation?
- **Resources from the Centre**
- **Bioscience student network**

	Ktp://www.bascience.heacademy.ac.uk/hetwork/students.apv Educat. + HEAT Projects 3325C TechDis. 39Junet Eng. + Southish Shu. 1	🔕 🟠 + 👌 - Groups 🖉	•••
	K CENTRE FOR	Prvacy Accessibility Stemp	Sec
Higher Education Academy	Dioscience 10 years supporting teaching in higher	r education to improve student learning across the Biosciences	and the
Home Event	1 1 1	Networks & Links News & Information Ab	bout us
In this section:	Student Pages	TOU are here. Horse	1 network 1
Bioscience Reps Bioscience Departments Directory of Expertise Staff & Educational	The UK Centre for Bioscience supports the learning and teaching of bioscier through helping your teachers and lecturers. However, we do have informa such as your career planning. This page brings together information and re student.	ation and resources which can help you in your work and a	also in areas
Developers	Student Award	Provide Laboration of the Party of the	
New Lecturers Networks and Special Interest Groups HE in FE The UK Countries Country Consultants Students	Things that may be useful for your studies	Contraction of the second	1
	Where next?	A STATISTICS	11
	Resources from the UK Centre for Bioscience Bioscience student network		
	Student Engagement		
	- States a might from a		
Join the Centre	Postgraduate students and Demonstrators/Teacher		
500			
	Student Award		
the star of the	Student Award 2010 - "How would you advise new bio	science students to make the most	RA
Imag <mark>e</mark> Bank	out of practical work?"	10	Sala
	Congratulations to Katherine Staines and Ricky Trigg, winners of the Stude	nt Award 2010.	Sh
	Read their entries and the runner-up and shortfisted entries for usful hints a lab and field work.	ind tips on how you can get the most out of your	LO
Done	Telescole dia secondicione di		_
•	rl.com/BioSt		

