



Title: **Student-led innovation**

Transition(s) the practice supports: This theme will be of benefit to students at all levels who undertake blended or fully-online distance learning. In terms of the transitions map, it is directly relevant to students transitioning into and through their studies. This theme allows us to recognise and acknowledge the important role that students have on the institution and the sector at large in terms of driving change.

Abstract: The case study that this theme will focus on will be an event organised by the Students Representative Council (SRC) entitled the Education and Technology Conference. Led by Caelum Davies, our student representative on the Transitions project, this conference provides a student-focused opportunity to reflect on the different ways that technology is used to support and enhance learning. The event is therefore an opportunity for delegates to form a community of practice around using technology to aid learning. The delegates will mainly include students though some spaces have been allocated to staff to encourage a teacher-student dialogue about emerging technologies and how these may be harnessed for learning. The event is likely to stimulate further student-focused events and discussions.

Description: Although Prensky's notion of Digital Natives¹ has been argued to be a myth², there is recognition that a significant number of students are engaging with technology in innovative and effective ways to support their learning. This has been enabled through the changing digital landscape (see theme 4) including the move towards cloud-based technologies and Bring Your Own Device (BYOD). There is a need to capitalise on this expertise, in terms of identifying good practice and challenging the perspectives of the institution and its staff on what is possible and beneficial for student learning. This idea is consonant with the need to identify and enhance staff digital literacies, as well as including digital literacies in the suite of transferable skills identified as essential for student employability.

Recent years have seen an increasing focus on students as change agents; this is exemplified by the Higher Education Academy's Change programmes³ including a partnership programme with Jisc and other organisations called Changing the Learning Landscape⁴. The forthcoming Education and Technology conference can be seen to be congruous with such endeavours. Importantly, the event will provide opportunities for student-student and student-staff dialogue about how students are using technology to support and take responsibility for their own learning and how they can act as change agents within the institution. This is especially important in the context of blended learning, which requires that students undertake some of their studies online, individually and/or collaboratively.

Contact details: Tbc

¹ www.marcprensky.com/writing/Prensky%20-%20Digital%20Natives.%20Digital%20Immigrants%20-%20Part1.pdf.

² Kirschner, P. A. and J. J. G. van Merriënboer (2013). "Do Learners Really Know Best? Urban Legends in Education." *Educational Psychologist* 48(3): 169-183.

³ www.heacademy.ac.uk/consultancy-services/change

⁴ www.webarchive.org.uk/wayback/archive/20140614021633/http://www.jisc.ac.uk/whatwedo/programmes/elearning/Changing%20the%20learning%20landscape.aspx

