

HOW CAN CLTS INVOLVE STUDENTS IN STAFF TRAINING AND CLASSROOM SUPPORT?

M&L SEMINAR || 13 October 2022

Recording available [HERE](#).

Session moderated by **Deborah Arnold**, AUNEGe, France



Centers for Learning and Teaching (CLTs) provide expert advice and support to faculty members across their institutions. However, oftentimes due to limited staff members and time constraints, organising training sessions and providing classroom support to all teaching staff who need it can be challenging. Therefore more and more institutions involve students to help CLTs meet the demand for (technical) support. But what responsibilities are students entrusted with? What are the strategies CLTs use to recruit and train students?

During this seminar, we heard from different universities and colleges who shared their experiences, described their strategies, and shared their tips.

Speakers:

Alexandra Mihai, Maastricht University, the Netherlands (**presentation**)

Tips:

- Find the best place where students can contribute
- Clear communication of roles and expectations Incentives and rewards system
- Embed the initiatives at institutional level, so they become sustainable
- Talk to colleagues; gather best practices from other institutions

Stuart Phillipson, Rachel Willder, and Adelaide Marshall, University of Manchester, UK

Tips:

- **Less is more:** we would advise not to have lots of students taking part in facilitating sessions. Keep it small in numbers to start with a core group of students who can become experts and help a range of academics with support.
- **Don't worry about subjects!** Don't feel that you need to recruit computer science students or students with lots of technical knowledge. At Manchester we recruited Humanities students with backgrounds in music, drama, and geography. This proved effective as the students had an awareness of the subjects they were advising upon and were able to advise academics on teaching from a pedagogical perspective as well as support technical skills and troubleshooting.
- **Clarity is Key:** remember to be clear with your students on the expectations required, that the job can change and timeframes. This helps the students plan their time effectively in term so their studies but also reinstates that they are part of the team as well.

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Frederik Van de plas, KU Leuven, Belgium (**presentation**)

Tips:

- If possible start out with some pilot cases to understand the dynamics of students as partners in educational design
- When setting up support & monitoring be kind to students and staff alike: have them focus as much as possible on the task and facilitate interaction, reflection,...

James Rutherford & Matthew Green, City, University of London, UK (**presentation**)

What do students do in class?

- Monitor the chat to inform lecturers of student participation and/or flag up student questions
- Assign and/or move students to breakout rooms
- Facilitate use of third-party technologies, such as Audience Response Systems, or sending out links in the chat, ensuring students can access them, monitoring responses
- Assisting in monitoring live and online group work

What do students bring to the role of co-pilot?

- As part of the recruitment process, we try to gain knowledge of student experience during the pandemic. We would like to hire students that have experience of learning online, as the students are supposed to be advocates for those that are learning online.
- Current students also have significant technical knowledge, having been taught online during the pandemic.
- An alternative relationship with the online students, they are a friendly face in the classroom.

What do students get out of being a co-pilot?

- A well-paid role that is flexible with their studies. City pays £16 an hour, which is much higher than other student roles.
- An opportunity to develop skills in facilitation and classroom management.
- An opportunity to develop technical skills, such as a knowledge of Zoom, Teams, and audio-visual systems.
- An opportunity to learn about topics they may be interested in. We like to allocate students to similar subjects to what they are currently studying.