

Title: “The Power Is In Us”: Disruptive Methodologies for Student-Centred Programme Design

Presenter: Dr Nicola Maxwell, Office of the Deputy President and Registrar



Case Study Synopsis

This case study describes an example of good practice in student partnership/ engagement to inform the evidence base for scholarship of teaching and learning with students with intellectual disabilities. It demonstrates how to put students at the centre of designing teaching, learning and research.

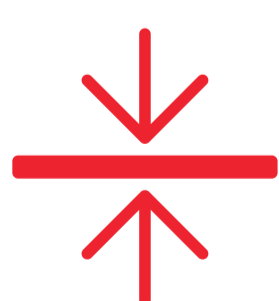


Key Impacts

Students reported positively on their experiences of working in this way. This collaborative method of working, which allows for them to lead the sessions and to have their voice front and foremost, aligns with what they view as their rights as people with intellectual disabilities, and as learners who are the experts on their own experiences.

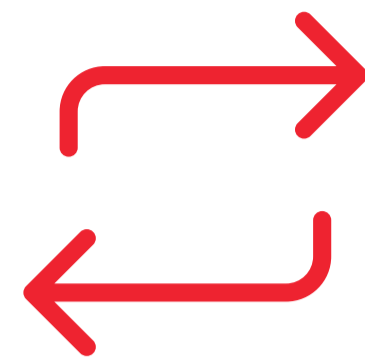
The revised module descriptors will be published in the UCC Book of Modules and will impact on the design and delivery of the module content, objectives and assessments going forward.

The book chapter will be published in a book entitled Rights in Practice for People with a Learning Disability: Stories of Citizenship. Edited by Liz Tilly and Jan Walmsley, and authored entirely by people with learning disabilities, the book tells the stories of people with learning disabilities who have done work to make sure they and others get their rights.



Area of Alignment

Learning and Teaching
Student Success



Intended Changes

- The aim of the work was to engage students with intellectual disabilities in a meaningful and inclusive way, to review their learning experiences at UCC and to critically evaluate new modules being developed. Students were invited to:
 - Co-create a book chapter
 - Deconstruct and revise two module descriptors.



Additional Information

With the support of their lecturer Dr Nicola Maxwell, six students on UCC’s Certificate in Disability-Inclusive Practice participated in this work. An inherently inclusive methodology was developed to prioritise student experiences, and to use these to inform the design of future learning opportunities. The methodology was based on small-group discussions, with opportunities for students to lead the discussion, where the learning and discussion were iterative. The role of the lecturer was to make the students’ contributions visible, e.g. by typing them into an on-screen presentation so they could see their words being presented in front of them.



Video Links | Graphics

