

The University of Nottingham School of Medicine

Self-Funded PhD Project

Self-Funded PhD Project - Engaging postgraduate students in teaching and learning

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Key words: student engagement; co-construction; structural equation modelling; mixed methods; teaching and learning; medical education

Student engagement in the context of teaching and learning relates to how much time and energy students dedicate to educational activities – both inside and out of the classroom. High levels are key to success for students. Some students are naturally highly motivated, others less so. Some topics / lecturers struggle to enable student engagement. What makes one topic/lecturer more ‘engaging’ than another? Understanding this would enable others to harness this success in order to foster student learning. From an institutional perspective, it is also important to understand whether student engagement with teaching and learning is correlated with institutional satisfaction as increasingly measures of an institutions’ ‘success’ relate not only to grades and employability but to the student experience.

This Phd would explore student engagement in postgraduate education, considering clinical and non-clinical courses/modules in order to determine how best to create a classroom environment that encourages student engagement with teaching and learning. You would examine the use of co-construction of teaching and assessment, where from a fixed set of learning objectives students and lecturer work together to determine optimal teaching and assessment strategy, compared to a traditional fixed syllabus/assessment module where students have no say over what or how material is taught and assessed. Additionally, you would evaluate and compare the impact of principal teaching methodologies on the classroom environment, such as an interactive classroom environment using problem solving and discussion compared and to traditional didactic lectures. The study will also use structural equation modelling to evaluate the nature and directionality of relationships between institutional satisfaction and student engagement variables.

(Added: April 2016)