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**Conference or Workshop Item**

**Title:** The impact of empowerment in teaching and learning and innovative assessment

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**Version:** Presented version (poster)

[http://nectar.northampton.ac.uk/9046/](http://nectar.northampton.ac.uk/9046/)
The Impact of Empowerment in Teaching and Learning and Innovative Assessment
Dr Melanie Crofts and Nick Cartwright

Aims:
- Assess the impact of L+T methods which empower students and involves them as partners in the design and delivery of a module
- Shift the power dynamics in order to liberate the students and involve them more fully in the teaching and learning process

Theory:
Critical Race Theory
Critical Pedagogy
Knowledge, power and oppression

Method:
Semi structured interviews
Open ended questions
A research assistant undertook interviews

Assessments:
1) 2000 word essay
2) Group project
3) 1000 word self-reflection

Findings:
Intellectual development/Confidence:
Broadened student horizon
Motivated and challenged
Changed perception of themselves

Teamwork:
Cohesion
Positive competition
Peer- learning

Skills development:
"I felt responsible to play my part, punctuality, timing and contribution etc."

Autonomy and Control:
"I felt I was in [the] driving seat"
"My destiny [was] in my own hands"
"I turned into a critical thinker in flash"

Conclusions:
Students felt more empowered and this translated into motivation and engagement.
Independence to choose their own task and the group work was popular.
Disputes were resolved among group members and they enjoyed the autonomy.
The view that shifting the power dynamics in terms of learning and teaching as advocated in critical pedagogy appears (within the limitations of this research), to have had some impact on empowerment in this module.