# PG Activities Linked to Student Experience (Emotional Engagement)

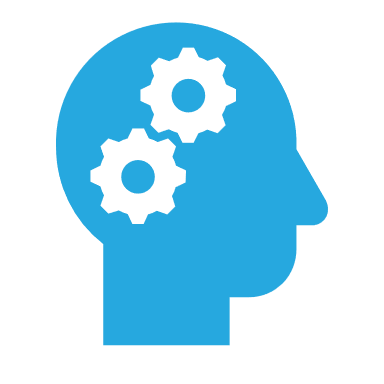
**This means making sure activities take account of students’ diverse backgrounds, experiences, and intentions post-graduation.**

**Overview**

Courses should include content and reflective activities that ensure students can value and relate their extra-curricular experience (e.g. social, cultural, and work- related) to academic and personal development.

A course should include opportunities for students to discuss their extra-curricular experiences as part of the learning activities and as part of their assessment. This will help them engage more deeply with their learning experience and students should be provided with opportunities to use appropriate reflective frameworks so that they can incorporate their own experiences into their learning.

Courses which link to the student experience empower students to participate actively in the development of learning activities and resources, for example, students could be encouraged to design and lead activities themselves and offer resources for those activities.

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| **Course teams could ask:**   * How do students use **their own experiences** in the University and in their extracurricular life to strengthen their professional and personal development? And how do you scaffold and promote this learning on your course? * How does your **course** [**induction**](https://teachlearn.leedsbeckett.ac.uk/teaching-and-learning/inclusive-practice/inclusive-induction/) help value the students’ own experiences? Using ice-breaker activities in [MyBeckett](https://my.leedsbeckett.ac.uk/webapps/login/) or live sessions through [MS Teams](https://teachlearn.leedsbeckett.ac.uk/guides/mybeckett-and-digital-learning-guides/microsoft-teams/) can facilitate discussion and highlight the diversity in a cohort. Doing this through a discussion board may help support students who are new or unsure when speaking in a peer group. * Are there engaging assessments for all learning environments that allow our students to **draw on and develop relevant experience**? * How can tutors generate an environment where **students feel encouraged to share experiences**? What practical opportunities do we have in our courses to ensure that students respect and value their student peers’ experiences and learn from them too? What techniques or strategies could we use to manage this?   Using **discussion boards**, or a channel in [MS teams](https://teachlearn.leedsbeckett.ac.uk/guides/mybeckett-and-digital-learning-guides/microsoft-teams/), can support students to positively engage with peers.   [**PollEverywhere**](https://teachlearn.leedsbeckett.ac.uk/guides/third-party-software-and-apps/polleverywhere/) can be used anonymously and may support students to share when they are not directly identifiable by their peers.   The [**peer assessment**](https://teachlearn.leedsbeckett.ac.uk/guides/mybeckett-and-digital-learning-guides/mybeckett/self-and-peer-assessment/) option in [MyBeckett](https://my.leedsbeckett.ac.uk/webapps/login/) can allow students to submit work but mark and feedback on their peers in a controlled environment. |



**References**

References and further reading for this section can be found in the [Activities Linked to Student Experience](https://rl.talis.com/3/beckett/lists/086BF37E-85D6-9E4A-D3A6-B7EA51D08C98.html?lang=en-US&login=1#CDA7376C-F603-5C17-1BF6-4B77964A5B1F) section of the [Course Development Principles reading list](https://beckett.rl.talis.com/lists/086BF37E-85D6-9E4A-D3A6-B7EA51D08C98.html) on Talis Aspire.