

Your Future **me** Design Thinking Problem Brief

Department: Psychology

L5 BSc Psychology

L5 BSc Forensic Psychology

L5 BSc Psychology with Counselling and Psychotherapy

Opening question:

How might universities motivate and engage psychology students so that they actively participate in university life?

Context:

At university, students often experience a range of competing demands, including juggling work and caring commitments alongside their studies. These students often face additional barriers in making the best of their university experience. Some students will struggle with these conflicting demands and be forced to give up their studies. Others may focus primarily on passing the course as they feel unable to fully immerse themselves in the rich learning environments and opportunities.

We encourage you to discuss how this narrative can be changed. It is important to provide support for all students as they undergo their studies, as research tells us that attendance of both timetabled and extra-curricular activities has a positive impact on career outcomes. Consider how universities could reimagine their approach to effectively deliver this support and what this would look like. This should be discussed in an empathetic manner that acknowledges the challenges many groups face.

Starting points/ prompts:

- What do we mean when we use the word 'engagement' in the context of higher education?
- What does it mean to be a 'student'?
- Are you aware of any support available for students facing barriers to their engagement? If so, what do you think works well, or doesn't work? If not, how do you think this information could be disseminated more effectively?
- What tools can be utilised to help support students to become active partners in their learning?

Initial reading:

- [Frontiers | "The Rules of Engagement": Student Engagement and Motivation to Improve the Quality of Undergraduate Learning \(frontiersin.org\)](https://www.frontiersin.org/articles/10.3389/fpsyg.2019.01611/full)