



University of the  
Sunshine Coast



[usc.edu.au/saproundtable2022](https://usc.edu.au/saproundtable2022)  
#SAPRtable22

# Acknowledgement of Country

The University of the Sunshine Coast acknowledges the traditional custodians of the land where we study, work and live, with particular acknowledgement to the Gubbi Gubbi, the Badtjala and the Yuggera peoples, on whose land our campuses are located.

We acknowledge the Ancestors and their descendants, as the oldest living culture in the world, and appreciate their connection to country, traditions and memories. Through collaborative partnerships with Elders, present and emerging, the University of the Sunshine Coast endeavours to gain an enriched understanding of Australia's diverse cultural heritage, and support their continued contributions to the local and global community.



## **Lyndon Davis. Peregian – Emu Mountain (detail)**

Image courtesy of Kabi Kabi artist Lyndon Davis.

Lyndon Davis was raised on the Sunshine Coast by his grandmother, and is very blessed to have learnt the old stories from her. Lyndon's art represents his deep connection to country and depicts stories of this landscape's flora and fauna and their creation stories. Lyndon will be delivering the welcome to country at this event



# Welcome from UniSC

The University of the Sunshine Coast are thrilled to be hosting the annual Students as Partners Roundtable on behalf of the Australian SaP Network in 2022. Over two days, the Roundtable will take you on a journey of exploring and understanding sustainability as a pathway to transformative change in teaching and learning.

The Students as Partners ethos has strong connections to the United Nations Sustainable Development Goals, as it adheres to concepts such as sustainability and 'leaving no one behind' in delivering powerful transformational change.

The event will consider partnerships exploring four key themes:

- Partnerships maintained into the future
- Transformative partnership outcomes
- Highlighting social impact against the UNSDGs
- 'Leave no one behind' at the core of partnership

The Roundtable will be hosted online on the Airmet platform so we can engage with students and staff from all around the world to share, discover, network and harness.



The roundtable program features:

- keynote address exploring a sustainable approach to student-staff partnerships
- over 20 case studies to choose from across Australia and International that will engage, challenge, stimulate and motivate
- an interactive panel discussion exploring how we can 'leave no one behind'
- unique connection opportunities to meet in the networking lounge
- a throwback from where it all began for the SaP network, with time spent at our Roundtables discussing topics of interest to you
- prizes and fun for delegates who are most engaged with the presentations and with each other.

We can't wait to embrace the vast knowledge held within our SaP network—to learn from each other, and continue to challenge our way of thinking by some of the best student-staff partnerships across the world.

## **The SaP Roundtable Organising Committee**

University of the Sunshine Coast



# **THE ROUNDTABLE**

# **PROGRAM**

## **22-23 NOVEMBER**

Note that this program may be subject to minor changes, please always refer the online version on our website for the latest. The online program will also appear personalised to your local time.



# DAY ONE- TUESDAY 22 NOVEMBER

Session Times (AEST)	Program Description			
9.00 – 9.15	Conference Welcome – Pro-Vice Chancellor (Students) Prof Denise Wood Welcome to Country by Lyndon Davies			
9.15 – 10.00	<b>Keynote</b> <b>Prof Jenny Marie, University of Greenwich with Arthur Davis PhD Student UCL</b> <b>'Sustainability in student-staff partnerships'</b>			
10.00 – 10.15	Keynote Reflections at the Roundtables			
10.15 – 11.00	<b>Case Studies: Session One</b>			
	1.1 – Students as Change Agents: A Case Study of The University of Wollongong's Youth Climate Change Project.  Benjamin Hamill, Grace Mahon, Prof Theo Farrell, Prof Timothy McCarthy  University of Wollongong	1.2 – What does inclusion mean within the context of Students as Partners? And where does disability fit?  Bailey Wemyss, Belinda Brear  University of the Sunshine Coast	1.3 – Student-staff partnerships for Climate Action: Reflecting on the Festival of Action, and the University as an Activist Space.  Thilakshi Mallawa Arachchi, Dr Jenna Condie, Dr James Gourley  Western Sydney University	1.4– Sustainable Leadership Dialogues with students: Leading Together.  Dr Dolly Kikon, Kirsty McKellar, Wajeedah Aayeshah, A/Prof Kate MacNeill  University of Melbourne
11:00 – 11:15	Morning Tea Break			
11.15 – 12.00	<b>Case Studies: Session Two</b>			
	2.1 – Transformative partnership experience through Spanish and theatre.  Ruth-Sara Sanchez Asun, Franciele Spinelli, Alicia Gazmuri Sanhueza, Ray Shindo  University of Queensland	2.2 – Shout Out: A platform for students to self-represent diverse pandemic-affected study experiences.  Dr Nira Rahman, Dr Wajeedah Aayeshah  University of Melbourne	2.3 – How can students become more involved as change agents in feedback strategies?  Dr Remo Cossu, Dr Rachel Fitzgerald, Melanie Fleming, Keiko Mishiro  University of Queensland	2.4 – Sustainable by design: Student Partners as agents of transformation.  Karen Walker, Alexander Chetner, Anna Rumjahn, Josephine McLeod, Tushar Joshi  University of Sydney
12.00 – 12.45	<b>Case Studies: Session Three</b>			
	3.1 – Students as Peers and Partners in Student Engagement Programs.  Dr Marisha McAuliffe, Bonnie Nguyen  Swinburne Vietnam	3.2 – The Evolving Nature of Partnerships in the Creation of Foundational Maths Resources.  Dr Tom Petsinis, Jaimee Linke, Daniel Coomber  Deakin University	3.3 – A day in the life of being a 21C Student Curriculum Partner: co-creating at the intersections of the UN SDGs.  Dr Tai Peseta, Shivani Suresh, Kobi Newell, Sophia Clark, Jackson Edwards  Western Sydney University	3.4 – Running a service to support students to transition to a new LMS: a Library – student partnership.  Dr Nicole Johnson, Danielle Degiorgio, Constance Green, Luis Fonseca  Edith Cowan University
12.45 – 13.30	Lunch (45mins) – Optional Networking in the Lounge			
13.30 – 14.15	<b>Roundtable Chats- Topics of Interest to the SaP Community</b> 1. Co-design in teaching and learning + Accepting partnerships with a process of uncertain outcomes 2. Fostering inclusive partnerships + Contributing to SaP Research outcomes			
14.15 – 14.45	Reflect & Connect   Day 1 & Close Day One			



# DAY TWO- WEDNESDAY 23 NOVEMBER

Session Times (AEST)	Program Description			
9.00 – 9.05	Day 2 Welcome			
9.05 – 9.45	<b>Panel Presentation</b> <b>‘Leave no one behind’</b> <b>Chaired by Dr Theresa Ashford, University of the Sunshine Coast</b>			
9.45 – 10.00	Panel Reflections at the Roundtables			
10.00 – 10.45	<b>Case Studies: Session Four</b>			
	4.1 – Student-Faculty Partnerships in a Humanitarian Initiative: ISOW.  Dr Gavin Brockett, Justin Zekorn, Oshish Ungras  Wilfrid Laurier University, Ontario, Canada	4.2 – Student-Staff Partnership as a vehicle for enhancing students’ sense of belonging to university: A case study from a multi-year student-staff partnership program at UQ.  A/Prof Elizabeth Krenske  University of Queensland	4.3 – How Student-Faculty Partnership Can Transform Leadership through Listening and Trust.  Dr Alison Cook-Sather, Mary Cott, Kirtee Ramo  Bryn Mawr College, Pennsylvania, USA	4.4 Near-peer teaching: Students as partners in learning.  Dr Glyn Thomas, Brendon Munge  University of the Sunshine Coast
10.45 – 11.00	Morning Tea Break			
11.00 – 11.45	<b>Case Studies: Session Five</b>			
	5.1 – Students as partners researching the use of English as an international language toward developing intercultural competences.  Dr Ha Nguyen, Cheryl Seah, Rena Gao, Samson Cheung  University of Melbourne	5.2 – A Partnership Mindset for students and staff engaged in partnership: examples from the 2IC Project at WSU.  Dr Tai Peseta, Shivani Suresh, Jackson Edwards, Samuel Suresh  Western Sydney University	5.3 – Students as co-creators of Aboriginal & Torres Strait heritage university gardens – building digital literacy, cultural competence and connections across the curriculum, the campus and the community.  Dr Isabelle Lys  University of Sydney	5.4 – Partnering with Students to Enhance Social Connection and a Sense of Belonging following the COVID-19 Pandemic.  Dr Deborah Lynch, Tingting Yang, Dr Janine Rix  University of Queensland
11.45 – 12.30	<b>Case Studies: Session Six</b>			
	6.1 – Students Partnering with Faculty (SpF) initiative at Wenzhou-Kean University for collaborative research.  Dr Amrita Kaur, Lulu Kehan, Roderick Hou, Flora Han, Vivi Wei  Wenzhou-Kean University, China	6.2 – Student Partnership at HKU: Success and lessons learnt.  Dr Lisa Cheung  University of Hong Kong	6.3 – Students to unfold the transition challenges: prepare for life-long learnings.  Dr Jennifer Sun, Pei-Jia Lum, Lucia Lu, Shashank Shivakumar, Max Cao  University of Queensland	6.4 – Behind the Scenes: Embedding partnership as a staff-student.  Sam Geddes  Deakin University
12.30 – 13.15	Lunch (45mins) – Optional Networking in the Lounge			
13.15 – 14.00	<b>Roundtable Chats- Topics of Interest to the SaP Community</b> 1. Establishing SaP- how to get started + How to make SaP sustainable and ethical 2. Remunerating Students as Partners + Overcoming barriers to partnerships			
14.00 – 14.45	Reflect & Connect   Participation Prizes & Conference Close Handover to 2023 Hosts			



# **PRESENTATION**

# **ABSTRACTS**



# Keynote Presentation



**Professor Jenny Marie, NTF, PFHEA**

University of Greenwich

**Arthur Davis**

PhD Student, University College London



## Sustainability in student-staff partnerships

Students as partners activities face a number of challenges, from resistance, challenging institutional norms and inclusivity (Bovill et al, 2016). The fact that students move on and (hopefully) graduate means that another challenge is the sustainability of the work undertaken. In this talk I will explore the importance of collective responsibility for sustaining the enterprise, and how this can be achieved by means such as identifying successors early on, the important role of evaluation and gaining buy-in from other stakeholders (Marie & McGowan, 2017). Yet, even passing the baton on can create sustainability problems, with limited capacity for individuals, departments, and institutions to work beyond their core remit. This changes the question to how we sustain a partnership ethos in institutions and with colleagues who may resist, and so I explore how we can build institutional structures that are more supportive (Marie and Sims, in press).

Making partnership activities more sustainable can help students and staff learn about sustainable practices, a key understanding for students' own wellbeing and for their employability. We can also focus partnership work on forwarding education for sustainable development, raising awareness of the Sustainable Development Goals and working together towards an interdisciplinary research-based education that supports students to learn how to solve complex problems in a context of uncertainty (Brew, 2017). Research-based partnership activities are themselves a stepping-stone towards this, as students and staff learn how to learn and facilitate learning through enquiry-type activities (Fung, 2017). In this talk, I therefore explore how partnerships can be established to emphasise learning about sustainability from the process and work towards products that support an education for sustainable development.

Bovill, Catherine, et al. "Addressing potential challenges in co-creating learning and teaching: Overcoming resistance, navigating institutional norms and ensuring inclusivity in student-staff partnerships." *Higher Education* 71.2 (2016): 195-208.

Brew, Angela. *Research and teaching: Beyond the divide*. Bloomsbury Publishing, 2017.

Fung, Dilly. *A connected curriculum for higher education*. UCL Press, 2017.

Marie, Jenny, and Susannah McGowan. "Moving towards sustainable outcomes in student partnerships: Partnership values in the pilot year." *International Journal for Students as Partners* 1.2 (2017).

Marie, Jenny & Sims, Stuart. "Control, freedom and structure in student-staff partnerships." In: Lowe T. (ed). *Advancing Student Engagement in Higher Education. The need for reflection, critique and challenge*. Abingdon: Routledge, in Press.

# Panel Presentation

## "Leave no-one behind"

'Leave No One Behind' is the overarching purpose of the Sustainable Development Goals (SDGs) of the United Nations.

Achieving this aspirational, yet critical goal means reducing inequalities by removing barriers to increase inclusion and access. Therefore, ensuring no one is left behind requires new thinking, in conjunction with collaborative and sustainable partnerships.

Universities are transformative places of learning, teaching, and research that encourage personal and professional development. Bringing together the knowledge of academic and professional staff, with the diversity of experiences and perspectives of students, creates the potential for holistic 'outside the box' initiatives to drive change.

Our panel has a diverse array of expertise and experience to add value to this conversation, and to explore strategies to ensure no one is left behind, through the lens of the Students as Partners framework.

# Panel Presentation

"Leave no-one behind"

## Chair: Dr Theresa Ashford

University of the Sunshine Coast



Dr Theresa Ashford is a Lecturer in Social Science whose passion is exploring interdisciplinary and transdisciplinary borderlands. Dr Ashford is a Senior Fellow of the Higher Education Academy (SFHEA) and is keenly interested in new pedagogies, nurturing future-oriented thinking, and the shift required to teach in the Anthropocene. Her work with the Learning and Teaching centre at UniSC (CSALT) included program and course design, assessment, with specific interests in embedding sustainability, employability and graduate attributes into curriculum.

## Dr Seb Dianati

Charles Darwin University



Dr Seb Dianati is a Senior Academic Lead at Charles Darwin University in the Digital Learning Futures team in Education Strategy at CDU where he leads the design and development of the Scholarship of Teaching and Learning. Dr Seb comes from the University of Queensland, where he has been working since 2018, most recently as a Senior Teaching Fellow, Digital Curriculum Design and as the Director of the Culturally and Linguistically Diverse Lab (CaLD Lab) where he led various institutional wide rollouts of digital technologies involving student partnership. As part of this role, he designed and conducted applied research that informed the development and use of digital technologies to support curricula and evaluated the impact of this on digital and e-learning pedagogies, particularly those focused on the enhancement of course and curriculum design in relation to student learning through student partnership. He was recently awarded one of UQs highest commendations in 2022 for Programs that Enhance Student Learning for leading the largest student partnership initiative across 29 projects alongside 60+ students partners with colleagues Noriko Iwashita and Franciele Spinelli. His work involved working collaboratively with academic staff and student partners to design, implement and evaluate digital and online technologies through blended, partnered, flexible, authentic, and active methods and models. Prior to UQ, Seb worked as an Associate lecturer at Flinders University in academic support for CaLD students and led the Foundation course bridging program while also holding adjunct positions in sustainability and ethics and Critical Indigenous Education in the colleges of business and education.



# Panel Presentation

"Leave no-one behind"

## Dr Helen Fairweather

Engineers Australia



In my role as Head of Accreditation with Engineers Australia I am building on my 10+ years as an environmental engineering academic at the University of the Sunshine Coast. My academic career provided me with amazing opportunities to integrate my experiences over the previous several decades into the engineering curriculum at a time of transition across most facets of our lives. I now have an opportunity to take this experience and influence the engineering profession more broadly. In recent years I have focussed on mechanisms to attract a diverse cohort to study engineering by amplifying the role engineers have to play implementing the United Nations Sustainable Development Goals (SDGs).

Engineers Australia has a critical role to increase the diversity of the engineering profession and develop the profession as an authoritative voice on the challenges of our time: global warming, waste management and plastics in our oceans. I am delighted to be able to play a role in this era of the profession.

## Fien Van den Steen

University of the Sunshine Coast

UniSC Council



As an Environmental Management student, I am passionate about sustainability and partnerships: both belong together! Hence, I am the student senate co-chair, member on council, student representative for International and for Science, Technology, and Engineering students, and partner in various working groups on campus. I aim to connect students and university, and whenever appropriate steer that in a sustainable direction! Most significant in this space is my presidency of UniSC Enactus, where we implement Sustainable Development Goals via partnerships between students, university, and external partners, to create an impact on campus with ripple effects in the wider community.

# Panel Presentation

"Leave no-one behind"

## Alicia Ximena Gazmuri Sanhueza

University of Queensland



Alicia Gazmuri currently works as a research assistant in the CALD Lab team at the University of Queensland (UQ) School of Languages and Cultures. Her job involves working collaboratively with academic staff and students to design, implement, and assess online digital tools. She holds a Master's degree in Applied Linguistics from UQ and a degree in Communication and Literature in Spanish from the Pontifical Catholic University of Valparaíso (PUCV)-Chile. While studying and working at UQ, she has been involved in several student-staff partnership projects as a student and recently as a staff member on designing active and collaborative classroom activities in language classroom research, language testing and assessment, and forms of formative assessment and in-class engagement.

## Caitlin Agostino

Curtin University



Faculty Project Coordinator for the Faculty of Business and Law at Curtin University. I have a passion for social impact and sustainability. My portfolio of work has a strong focus on embedding the UN SDGs into teaching, research, learning and engagement. I have been fortunate enough to have worked closely with students as partners on a number of faculty-wide initiatives/projects over the past year.

## Hameed Mohammad

Curtin University



Hameed is the Vice President of Education from Curtin University, Western Australia. He did a Master's of Nursing Practice from Curtin and currently studying postgraduate studies in Clinical Nursing and Psychology. Hameed is a co-founder of Curtin Global Student Leaders Summit and dedicated to being the student's voice as well as working with academics to improve the student experience. Hameed's role as Vice President of Education is to ensure all of the University's academic policies and procedures are in the best interests of the students.

# Case Studies – Session One

## 1.1 Students as Change Agents: A Case Study of The University of Wollongong's Youth Climate Change Project

Benjamin Hamill, Grace Mahon, Prof Theo Farrell, Prof Timothy McCarthy  
University of Wollongong

The higher education space has been a catalyst for change since its' formation. Research, learning, and teaching has a significant impact in developing informed and unique perspectives within the students they teach, research they communicate, and policy they inform. Allowing students to actively engage in the University's decision-making process ensures learning is shaped to meet their needs and values, and further enhances their student experience. A reciprocal student-staff partnership model forms the basis of the Students as Partners agreement at the University of Wollongong (UOW) and has resulted in significant transformative change.

A Students as Partners model frames the governance, curriculum, and content delivery within the University of Wollongong. Formalised by the signing of 2021 'Students as Partners' commitment by the Vice-Chancellor Professor Patricia M. Davidson and Chair of the Student Advisory Council, Jackson Cocks, this framework ensures the University engages students as trusted partners in co-designing their educational and university experience. The principles of this agreement have had a substantive impact on the University's operations, with student representatives playing a key role in several initiatives in the past year.

The Youth Climate Change Project is a meaningful example of a university embracing Students as Partners to bring about transformative change in the sustainability space. This project consisted of 10 representatives from across the student cohort, with significant support from the university's student representative forum, the Student Advisory Council and the University administration. This project saw students work with professional and academic staff and the Wollongong community to identify areas in which the University, local community and country more broadly, can improve its sustainable practices. This project was successful in having the University endorse five commitments;

- Work towards carbon neutrality by 2030,
- Improve energy management and have a renewable power purchasing agreement by 2025,
- Support sustainable transport strategies,
- Cultivate research excellence in climate change solutions,
- Educate the community about climate change

These commitments have already seen significant action, with the establishment of the Sustainable Futures Committee, which is focused on aligning the student's commitments with the University's Strategic Plan to reduce UOW's carbon footprint. The successes of this student-led project progressed to the 16th UN Climate Conference of Youth, where the students wrote the Australian submission as the only University in Australia to contribute.

Our presentation will explore the project, its process and its successes as a result of the students as partners framework. The panel will consist of the Chair of the Youth Climate Change Project and Student Representative, Ben Hamill, the Project Executive Officer and Management Cadet, Grace Mahon and Chair of the newly formed Sustainable Futures Committee Professor Tim McCarthy.



# Case Studies – Session One

## 1.2 What does inclusion mean within the context of Students as Partners? And where does disability fit?

Bailey Wemyss, Belinda Brear  
University of the Sunshine Coast

“Disability is a fundamental facet of human diversity, yet it lags behind race, gender, ethnicity, sexual orientation, and class in recognition inside and outside the academy” (Couser, 2005). This presentation will address the United Nations Sustainable Development Goal (SDG) number 10: Reduced Inequalities.

The University of the Sunshine Coast’s (UniSC) model of student engagement is underpinned by a student governance framework that enables students and the university to work towards authentic partnership in decision-making. The framework is a bottom up, three-tiered model that replicates the staff governance structure and features 17 groups representing students across each School, Campus, Student Guild, High Performing Student Athletes, Indigenous and International students.

While the framework was developed in partnership with students, in practice, not all students understood or appreciated feedback specific to disability. Students with disability needed their own representation within the framework and the Disability and Inclusion Student Group (DISG) was founded to address this. This representation was well supported within the student governance framework, designed for all groups to consider disability and inclusion within their terms of reference. The DISG further ensures partnership as empowering those affected by decisions to actively participate in making them (Varnham, 2017).

This student-led case study presentation will explore the path to establishing the DISG, the challenges overcome along the way and how a flexible approach to design has been key to success. The session will profile the progress the group has made in a short period of time, including exploring issues surrounding pedagogy and curriculum, designated disability spaces on campus and online accessibility. The session will also highlight cross institutional collaborations that have arisen, such as the Student Voice Australia: Students with Disability Leadership Collective, which was established so that leaders of disability groups from various higher education institutions could gather to support and learn from one another.

Couser, G. (2005). Disability as diversity: A difference with a difference. *Ilha do Desterro: A Journal of English Language, Literatures in English and Cultural Studies*, 48, pp. 95–113. <https://www.redalyc.org/pdf/4783/478348686004.pdf>

Varnham, S. (2017). Creating a national framework for student partnership in university decision making and governance, <https://studentvoiceaustralia.com/s/Creating-a-National-Framework-for-Student-Partnership-in-University-Decision-171017.pdf>

# Case Studies – Session One

## 1.3 Student-staff partnerships for Climate Action: Reflecting on the Festival of Action, and the University as an Activist Space

Thilakshi Mallawa Arachchi, Dr Jenna Condie, Dr James Gourley  
Western Sydney University

For over three years, we have co-led the Future Thinkers Challenge, which is one of five challenges from a university-wide transforming curriculum initiative called the 21C Project at Western Sydney University. Together, we co-designed two new transdisciplinary minors, one in Equitable Technologies and one in Climate Justice in partnership with students, staff and external partners. We approached our curriculum making practices as everyday activism given the 'intersecting crises' (Ang, 2021) shaping society's present condition and students' lives (Swist et al. under review). We took seriously our responsibilities to acknowledge the oppressive forces of colonialism, extractivism, patriarchy and racism in creating unjust societies. This commitment led us to co-organise the first "Festival of Action", which took place on our Parramatta South Campus in July this year. The purpose of the festival was for students and staff to 'Find your people. Find your cause. Find your purpose'.

The festival was a one-day event that brought together like-minded students, staff and external partners who co-developed stalls with interactive exhibits to foster important conversations and opportunities for people to get involved in local forms of climate action. It was also an opportunity to showcase our Future Thinkers curriculum, introducing students to our new Minors as well as Curiosity Pods, small units of study, that encapsulate our Challenge. As our organising gathered momentum, different collaborators and parties involved with the event expressed different goals for the event. These different goals were generated from different understanding of what constitutes 'action' and whether Festival of Action constituted activism.

As we worked to create 'coalitions' around a common goal of climate action, we noticed potential conflict between individual and group commitments to sustainability, climate action and climate justice. In this talk, we trace the possibilities and challenges of our Festival of Action. We note how activist (or not) identities were discussed and challenged in the dialogues and material experiences generated by the interactive stalls produced for the day. We also consider how a 'festival' acts as a palatable form of protest, which was made possible by its connections to curriculum innovation, research, and the University's commitments to community engagement and social impact. We conclude with how our own student-staff partnership or 'coalition' is enabling us to work within and push beyond institutional 'sustainability' frameworks (e.g. UNSDGs) and practices for an activist university that generates critical inquiry and contributes to radical societal change for more just worlds.

Ang. (2021). Beyond the crisis: transitioning to a better world? *Cultural Studies* (London, England), 35(2-3), 598–615. <https://doi.org/10.1080/09502386.2021.1898013>

Swist, T, Mallawa Arachchi, T, Condie, J, Hanckel, B (2022). Towards socio-technically just pedagogies: A framework for curriculum-making in higher education [Manuscript Submitted for Publication]. Western Sydney University



# Case Studies – Session One

## 1.4 Sustainable Leadership Dialogues with students: Leading Together

Dr Dolly Kikon, Kirsty McKellar, Dr Wajeehah Aayeshah, A/Prof Kate MacNeill  
University of Melbourne

'Leading Together' is an ongoing Sustainable leadership capability development project that offers students a space as partners. A cross institutional initiative between University of Melbourne and four Indian universities including Savitribai Phule Pune University, Stella Maris College (Autonomous), Tata Institute of Social Sciences, and Tetso College. This paper will offer insights from our case study of developing leadership that aligns with UNSDG's.

In its approach, Leading Together adopted innovative strategies that drew on co-creation principles. These include: the encouragement of collaboration between students and academics at each institution to enhance peer-learning and mentoring, and internationalise co-curricular activities; an innovative approach to building two-way capacity, with a focus on mentoring women as leaders; and creation of a digital platform for the delivery of the project, a format that encourages horizontal exchange, and lessens conventional hierarchies.

The Leading Together 2021 initiative contributed to the desired outcomes of building a shared future towards societies that are:

- Healthy
- Sustainable
- Innovative and technologically governed
- Equal and inclusive through education
- Sharing an appreciation and understanding of one another's place in the world

Participating students submitted a contribution on the impact of women in the areas of health, sustainability, technological innovation and education. Modelled off themes within the Sustainable Development Goals, students presented on a range of global and context-specific issues. These contributions took shape of dance, poetry, graphic stories, presentations, articles, songs and artwork.

Participants reported 'uniqueness', 'difference', 'interaction' and 'women empowerment' as key strengths of this initiative. Students and academics considered the diversity of voices, and the ability to collaborate and interactively engage with participants from different cultural and institutional backgrounds as a valuable learning experience.



# Case Studies – Session Two

## 2.1 Transformative partnership experience through Spanish and theatre

Ruth-Sara Sanchez Asun, Franciele Spinelli, Alicia Gazmuri Sanhueza, Ray Shindo  
University of Queensland

The use of performative-based techniques allows teachers to create a safe, collaborative, and supportive environment, in which students can develop their communication, collaboration skills, critical thinking, creativity, and resilience (Baldwin & Galazka, 2021). Our main aim is to showcase the transformative partnership outcomes of our Spanish Theatre Project SomoS, a theatrical- and cross-cultural initiative developed during semester 1 2022 as part of a student-staff partnership project at the Spanish and Latin American Studies Program (School of Languages and Cultures, University of Queensland). SomoS is an innovative project focused on engaging students in cultural and language learning experiences that provide real-world uses of the language outside of the classroom. 9 students, who voluntarily joined the initiative as actors, had the opportunity to practice, learn and improve their Spanish knowledge through a real-world scenario approach. Two Spanish directors, one on campus and one remotely from Spain, directed students for 9 weeks into the linguistic and non-linguistic aspects of two play scripts and a poem.

All necessary planning duties were carried out in partnership between 4 students and 4 staff partners. Considering partnership as a “reciprocal process” (Cook-Sather, et al., 2014), decisions for the project were made collectively, with shared responsibility between student and staff partners. This process enabled us to create transformative partnership outcomes, grounded on a respectful and non-hierarchical environment, in which all the parties involved learnt (Bovill, 2019).

Our focus will be to discuss how this project (1) played a critical social role in enhancing and transforming students and staff interpersonal skills related to project-based work, language development and cultural awareness; and (2) can serve as a framework for a theatrical- and cross-cultural community projects that could be implemented at other language programs.

Baldwin, P. & Galazka, A. (2021). *Process Drama for Second Language Teaching and Learning: A Toolkit for Developing Language and Life Skills*. Bloomsbury Publishing.

Bovill, C. (2019). Student-staff partnerships in learning and teaching: An overview of current practice and discourse. *Journal of Geography in Higher Education*, 43(4), p. 385–398. <https://doi.org/10.1080/03098265.2019.1660628>

Cook-Sather, A., Bovill, C. & Felten, P. (2014). *Engaging students as partners in learning and teaching: A guide for faculty*. Jossey Bass

# Case Studies – Session Two

## 2.2 Shout Out: A platform for students to self-represent diverse pandemic-affected study experiences

Dr Nira Rahman, Dr Wajeehah Aayeshah  
University of Melbourne

Shout Out project created an empathetic communication between students about their pandemic experiences. The project encouraged student content creators to assume civic responsibility. It also supported expression of diversity. Both of these are intended Melbourne Graduate Attributes at the University of Melbourne. Local and international student contributors and student audience alike gained from this experience.

Shout Out was an online platform for sharing self-produced videos of two kinds:

- Melbourne-based students sent a shout out to offshore students: They shared selfies with messages of support and welcome, filmed from favourite campus hangouts, cafes, galleries, libraries and Arts West study spots.
- Offshore students who witnessed and experienced historically extraordinary study experiences: They shared selfies documenting what being an Arts student looks like to them as the student community created a communal archive of pandemic testimonials.

This project had two expected outcomes: Firstly, production, distribution, and accessibility of videos by diverse students, connecting offshore and onshore students in a supportive way. Secondly, development of diverse student skills to plan, execute, evaluate a project while mentoring students to present within and beyond UoM.

Insights shared by students intended to inform future Faculty initiatives aimed at addressing this cohort's anticipated adjustment challenge when arriving to campus. The videos' personalised, place-based content helped improve campus accessibility by rendering more familiar the built environment.

Shout Out fostered the connection and reminded our offshore students they were valued and missed and that a vibrant campus life awaited them. It played a role in ensuring their voices form part of our diverse Arts community.

Shout Out was facilitated by Arts Teaching Innovation (ATI) academics while this project engaged diverse students from Faculty's student-voice project Be Here, Be Heard (BHBH). It also directly related to the Faculty's Strategy Map (2019-2025) and Transformative Learning Strategy, which positioned students as active contributors to the academic community. The project enacts two major themes for 2021 - accessibility and inclusivity of the Arts community. It responded to the fact that student agency was central to student inclusion. This project also addressed vision for Student Co-creation as an activity core to students' academic life.

# Case Studies – Session Two

## 2.3 How can students become more involved as change agents in feedback strategies?

Dr Remo Cossu, Dr Rachel Fitzgerald, Melanie Fleming, Keiko Mishiro  
University of Queensland

UQ offers Student-Staff Partnership Projects which aim to create a cultural transformation by connecting students and staff as equal partners and collaborators on projects to enhance the UQ community. This program creates positive change within teaching and learning, student experience and governance/strategy environments. Student-Staff Partnership Projects are offered in 4 rounds per year in which individual projects have a duration between 15 – 21 weeks.

We report experiences from a 15-week project (during S1/2022) which aimed to incorporate the student voice as an important element in the (modern) design of learning. In collaboration with a student team, we explored adaptive feedback techniques seeking to improve learning interventions by integrating student voice in “shaping the future of teaching and learning ” in a more proactive way than end of semester surveys. The main objective for the students was to identify opportunities, synergies or necessary different approaches for feedback collection through focus groups with both staff and student groups. We intend knowledge gain about adaptive feedback methods to help schools, faculties and the wider UQ community to rethink feedback strategies and to incorporate students as change agents. Additionally, our student partners developed key research skills and communication skills from their participation on the project.

Focus Group discussions (FGDs) led by the SSP team revealed strong potential (need) to develop targeted (fit-for-purpose) survey methods which will improve acceptance of surveys among student cohorts and produce more valuable feedback and ultimately better teaching. Apart from developing techniques to improve T&L methods, this project offered a small opportunity to advance UQs student-staff partnership program and embed a genuine partnership between students and academics across the university.

However, we also found that the scope of our project was larger than leading and analysing FGDs and that collaborating with students during the semester can present challenges around availability to commit time, especially towards the end of the semester when students are usually occupied with their own studies (exams). Likewise, students found that the time that academics can commit to participate in FGD or surveys can be difficult. We found that while the current SSP model at UQ is well designed for building partnerships and rapport between academics and students, sustainable partnership projects to evidence outcomes on a more representative scale need to rely on alternative funding schemes that are required to guarantee a deeper impact of the student voice on T&L.



# Case Studies – Session Two

## 2.4 Sustainable by design: Student Partners as agents of transformation

Karen Walker, Alexander Chetner, Anna Rumjahn, Josephine McLeod, Tushar Joshi  
University of Sydney

In recent years, disruptions to familiar social and educational structures have limited avenues for professional development and peer engagement throughout the greater student body. These unforeseen changes have necessitated an adaptive, sustainable approach to traditional Students as Partners models that recognise the evolving nature of our tertiary context.

The Mentor Leadership Program in the Faculty of Arts and Social Sciences (FASS) incorporates principles of Students as Partners to provide a method of “embedding sustainable partnership beyond discrete projects and initiatives” such that “working and learning in partnership becomes part of the culture and ethos of an institution” (Healey, Flint, & Harrington, 2014). The 3-tiered year-long program was first introduced in late 2020 and engages over 250 professionally trained Student Mentors per year.

Mentor Leaders actively engage in a meaningful partnership with their fellow students and university staff whilst developing essential graduate qualities including leadership and cultural competence, influence, communication skills and stronger personal and professional identity. They are proactive agents of transformation across the student community, drawing on their intimate understanding of student experience to improve new and existing student initiatives, including large-scale transition and community building programs and wellbeing activities.

As champions of the student voice, Mentor Leaders provide an organic, visible peer-to-peer conduit to other students and the wider university community, building diverse cross-cultural connections through peer-led mentoring activities and expediting valuable student insights on program outcomes and impact. In turn, this assists staff to better develop Faculty strategic frameworks responsive to evolving needs of students, improving university outcomes of student success and retention.

Importantly, the Mentor Leadership model is sustainable by design: students experience the greater benefits of mentoring in transition to university life and inspired to contribute the same to new students as they progress in their studies. Highly engaged Mentors are invited to become Leaders, taking on additional challenges and responsibilities. To further their professional development, Mentor Leaders are provided tailored opportunities (e.g., careers workshops, leadership modules, networking events) and access to Faculty volunteering, paid and research roles. Their ongoing commitments are formally recognised at yearly Student Leadership Awards.

Ultimately, Australian universities are complex institutions which require innovative approaches to realise their objectives. The Mentor Leadership Program provides a best-in-class example of a large-scale sustainable program which responds to the challenges facing higher education and positively impacts the professional, personal and academic experience of students.

Healey, M., Flint, A., & Harrington, K. (2014). Engagement through partnership: students as partners in learning and teaching in higher education. The Higher Education Academy

# Case Studies – Session Three

## 3.1 Students as Peers and Partners in Student Engagement Programs

Dr Marisha McAuliffe, Bonnie Nguyen  
Swinburne Vietnam

Students As Partners programs usually focus on the pedagogical case for learning and working in partnership (Healey, Flint, & Harrington, 2014; Whelehan, 2020; Crawford, Horsley, Hagyard, & Derricott, 2015; Devlin & Samarawickrema, 2022; Abegglen, Burns, Griffiths, Myhre & Sinfield, 2022; Rivers & Holland, 2022).

This project focuses on a student internship program specifically targeting student engagement in 'non-academic' events such as 'high impact' activities (typical events that align with the UN's 17 Sustainable Development Goals) and 'campus community' events (includes performances and concerts hosted and organized by the Student Services Department and Student Clubs). This paper discusses the concept of 'transformative partnership outcomes' and the role that Swinburne Vietnam (SVN) plays in transforming the educational experience through a SAPP. It aspires to: Identify unique events and activities which allow students to build a greater connection with the wider community whilst also deepening their knowledge; Offer programs that allow students to better connect with the organization as an opportunity to embed new ways of thinking and effective engagement among stakeholders; Provide inclusive opportunities to actively co-create with staff and students to transform the conversation around the student experience and applied learning; Embed skills such as critical thinking, problem solving, active learning, and creativity into activities and events, that will prepare students for the future of work; Utilise technology and digital resources to connect with global audiences; and Think sustainably and creatively to develop pathways to transformative change through strategic activities, events and partnerships to better prepare graduates for lifelong learning so they can pivot into new roles and transdisciplinary ways of working.

This Program employs our current students as interns, which allows SVN to have a conduit between learners and the institution. Program deliverables include but are not limited to, personal development and welfare, skill development, leadership, quality education, and student engagement.

The student interns are active contributors to the organisation, co-creating events and activities. Working with the intern team, student services staff have been able to deliver global events such as 'sprints' and conferences, such as the recent Exploring Boundaries of Global Citizenship International Education Conference, aligning directly with the SDG4, Quality Education.

# Case Studies – Session Three

## 3.2 The Evolving Nature of Partnerships in the Creation of Foundational Maths Resources

Dr Tom Petsinis, Jaimee Linke, Daniel Coomber  
Deakin University

Emerging evidence suggests partnering with students in the development and design of maths resources is helpful in improving student engagement with maths concepts. Earlier partnering projects at this institution involved working with students who were confident in maths, but who were not the target group for these resources. However, our most recent project involved a broader partnership, and included student partners who self-identified as not being confident in maths. The rationale for this was to draw on their insights into how best to design maths learning experiences that would be accessible to less-confident students.

In earlier projects, student-partners shared responsibility as co-creators and decision-makers, identifying and constructing maths content. Informed by their experience as student Maths Mentors, they provided original maths materials and contributed to the production and delivery of supporting videos that ensured facilitator-presence and fostered enhanced engagement for participants. As students who self-identified as confident in maths, they also helped showcase the program to stakeholders and co-moderated discussion boards linked to learning activities and facilitated by follow-up synchronous Zoom consolidation sessions.

In 2022 we sought to extend this approach by working in partnership with students who self-identified as less confident in maths, but who could contribute by advising on how students in need of maths assistance would relate to the language and learning activities in the resources. The expertise of these student-partners lay in their 'lived experience' as students of maths and maths-related subjects. Their input to the program design and module structure, followed by their review of main ideas, explanations, examples and summaries was central to the project's coherence, sequential progression and knowledge consolidation. The student-partners contributed not as technicians but as scholars navigating uncertainty.

Student-partner involvement was also extended to working collaboratively with staff to further 'Equity' through 'Accessibility', which entailed writing captions and explanatory notes for diagrams and graphs.

This interactive session will explore the benefits and challenges that arose from this expanded SaP project. We will share the learnings we experienced as we risked letting go of prescribed roles, skill sets and outcomes; as we engaged in authentic collaboration and reflection on our skills and vulnerabilities; and as we opened ourselves up to an inclusive and energetic space predicated on the importance that no-one is left behind.

# Case Studies – Session Three

## 3.3 A day in the life of being a 21C Student Curriculum

### Partner: co-creating at the intersections of the UN SDGs

Dr Tai Peseta, Shivani Suresh, Kobi Newell, Sophia Clark, Jackson Edwards  
Western Sydney University

At Western Sydney University, the Transforming Curriculum stream of the 21C Project – a university-wide curriculum and teaching transformation project – there are four intertwined Curriculum Challenges focused on the interdependencies of the UN Sustainable Development Goals (UN SDGs): Future Thinkers, Global Citizens, Innovative Entrepreneurs, and Sustainability Advocates. Each Challenge is led by an academic with a team of Curriculum Fellows, Student Curriculum Partners, and external partners. Together, our teams have co-created curricula that address a good many of the UN SDGs – for instance – a suite of new transdisciplinary Minors focused on Climate Justice, Water for Life, Equitable Technologies, Innovating for Humans, and Curiosity Pods that include students in learning about Ethical Urbanism, Digital Responsibilities, Biodiverse Cities, the trouble with Green Tech, and Women and Water, as just a sample of our partnership efforts. We are proud that our curriculum collaborations engage critically with the UN SDGs, which is in keeping with our recent success as the world no. 1 ranked university in the Times Higher Education Impact Rankings.

While it is important to celebrate these successes, as the team of 21C student curriculum partners, the experience of partnership and co-creation warrants ongoing attention. It has not been without its challenges. Some of these are of the kind we already know from the student-staff partnership literature, for instance, the importance of shared values and expectations, trust and reciprocity, and understanding each other's experience and expertise. In this presentation, we offer a creative, embodied (and fictionalised) autoethnographic account of what it feels like to do curriculum co-creation in this context – the learning, the meetings, the making, the pace, rhythms, routines, and often, the reflection and misrecognition – that is part of the story of student-staff partnership, especially as we wrestle with the scale of transformation required for keeping students engaged in contributing to sustainable futures.



# Case Studies – Session Three

## 3.4 Running a service to support students to transition to a new LMS: a Library – student partnership

Dr Nicole Johnson, Danielle Degiorgio, Constance Green, Luis Fonseca  
Edith Cowan University

From 2021 to 2022, Edith Cowan University (ECU) transitioned from Blackboard to Canvas as the LMS for the university. In order to support students to transition to Canvas the Library expanded the Peer Assistant for Learning Technologies service to include a new Canvas Peer Champion service. Salisbury, et al (2020) notes that partnerships managed outside of teaching, for example by library professionals is often overlooked in the higher education literature, which is a missed opportunity, especially given the opportunities that can arise from academic libraries focus on student engagement and support.

The Library worked in partnership with students to manage the service including students running drop-ins, helping to facilitate workshops and demos and developing materials and resources such as tipsheets as well as running the service in partnership with Library staff both online and face to face at three campuses. This case study will share the perspectives of both the Library staff and the students who are partnering to run this important peer service that supports students with learning technologies including how the service was set up from recruitment, training to communication.

The case study will also discuss the outcomes of the service including how the service has helped students using the service gain technological skills and the lifelong learning and employability skills the peers have gained through being part of the service. One of the targets for UN Sustainable Goal 4 – Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, is to substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills. This program allows young adults to learn the relevant technological skills needed for future employment and lifelong learning opportunities. The feedback from the peers has been that supporting other students has helped them gain a better understanding themselves of learning technologies as well as allowed them to learn new skills and build relationships with their fellow peers and students.

Salisbury, F., Dollinger, M., & Vanderlelie, J. (2020). Students as Partners in the Academic Library: Co-Designing for Transformation. *New Review of Academic Librarianship*, 26(2-4), 304-321.  
<https://doi.org/10.1080/13614533.2020.1780275>

# Case Studies – Session Four

## 4.1 Student-Faculty Partnerships in a Humanitarian Initiative: ISOW

Dr Gavin Brockett, Justin Zekorn, Oshish Ungras  
Wilfrid Laurier University, Ontario, Canada

International Students Overcoming War (ISOW) is an example of where faculty-student partnerships can lead. A student-led and student-funded scholarship program, it aims to alleviate the impacts of conflict by providing student access to higher education. Even as the field of students as partners has emerged in the past decade through the pages of the *International Journal for Students as Partners* and *Teaching and Learning Together in Higher Education*, ISOW is the result of concerted efforts between a faculty member and successive generations of students to collaborate towards an experiential-learning based sustainable humanitarian initiative.

Contrary to the critique that faculty-student partnerships threaten the integrity of post-secondary education, ISOW is evidence of the degree to which they deepen and enhance the acquisition of critical competencies that include both functional knowledge and skills (Gravett, 2020). Over a decade, student leaders have worked with the ISOW faculty advisor (Dr. Brockett) through a variety of arrangements to achieve the growth and development of the program. These include volunteering in the ISOW student club; meeting pre-set requirements to earn non-credit experiential learning certificates; registering in independent study courses to be able to concentrate on particular aspects; and registering in courses that offer students the opportunity to undertake “legacy projects” that shape the future of ISOW.

The unique partnership that has resulted in ISOW suggests that a vibrant student-faculty partnership can extend beyond innovative pedagogy in the classroom to a long-term project that invites ongoing student leadership through learning (Kezar and Maxey, 2014). This brings with it a range of challenges for the university to address if it is to support such an initiative, and if we are truly committed to transforming higher education for future generations of youth committed to both learning and meaningful action (Mercer-Mapstone and Abbot, 2019).

Our presentation will feature Dr. Brockett and Justin Zekorn, ISOW’s Director of Public Affairs, who recently led the campaign to ask Laurier students to double their financial contribution that undergirds the scholarship. Together they will discuss the range of partnership opportunities that have emerged through ISOW and what can be learned for the purposes of informing similar experiential-learning based partnerships at other institutions.

Karen Gravett, “More than Customers: Conceptions of Students as Partners Held by Students, Staff and Institutional Leaders” *Studies in Higher Education* 45:12 (2020), 2574-2587.

Adrianna Kezar and Dan Maxey, “Collective Action on Campus Toward Student Development and Democratic Engagement,” *New Directions for Higher Education* 167 (Fall 2014), 31-41.

Mercer-Mapstone, L., & Abbot, S. (2019). The power of partnership: Students, staff, and faculty revolutionizing higher education. Elon University Center for Engaged Learning.



# Case Studies – Session Four

## **4.2 Student–Staff Partnership as a vehicle for enhancing students' sense of belonging to university: A case study from a multi-year student–staff partnership program at UQ Chemistry**

A/Prof Elizabeth Krenske  
University of Queensland

At the University of Queensland's School of Chemistry and Molecular Biosciences, a team of academics have embedded Student–Staff Partnerships into their approach to developing new teaching and student-experience initiatives. This case study will share our team's experiences. To date, we have facilitated nine Student–Staff Partnerships spanning a diverse range of objectives and partnership styles. This presentation will share the challenges we have faced, the successes we have achieved, and the lessons we have learned. In particular, it will showcase the ways in which we have transformed student partnerships into a sustainable model for ongoing educational enhancement, both for the student partners and the university.

Recognising that student partnerships have the potential to make positive impacts on students' sense of belonging to university, we will explore effective approaches to capitalise on that potential through a combination of tailored project design, meaningful academic engagement, and the delivery of benefits to both the student partners themselves and the broader cohorts they serve. Broader recognition of these positive impacts by future students should support the continued momentum of the student partnership model as a driver of educational enhancement.

# Case Studies – Session Four

## 4.3 How Student-Faculty Partnership Can Transform Leadership through Listening and Trust.

Dr Alison Cook-Sather, Mary Cott, Kirtee Ramo  
Bryn Mawr College, Pennsylvania, USA

Notions of leadership are evolving from the traditional, goal-directed model of management by a single, commanding person to more egalitarian and responsive models, such as “collective leadership” (Ospina & Foldy, 2015). These newer models challenge traditional assumptions of hierarchy and deliberate power imbalance and focus on leadership as an emergent, collaborative activity committed to developing a more democratic and socially just world (Woods, Roberts, Tian, & Youngs, forthcoming). Professionalism and leadership are among the capacities that undergraduates have developed through participating in Students as Learners and Teachers (SaLT), a student-faculty pedagogical partnership program in the US (Cook-Sather, Cott, Seay, et al., forthcoming).

15 years’ worth of SaLT student partner reflections have consistently revealed two themes that have informed students’ experiences of pedagogical partnership work and subsequent approaches as leaders: listening and trust. These modes of engagement both foster the development of collective, responsive leaders and inform the further development of notions and practices of leadership. At once inward facing (in relation to one’s self) and outward facing (in dynamic relation with others), both listening and trust are about relinquishing standard forms of control while maintaining agency and responsibility—modes of being that are not an easy fit in many higher education contexts or traditional leadership circumstances.

Reconceptualizing leadership in terms of listening and trust enacts and facilitates a form of social transformation: as documented in SaLT student partners’ informal and published reflections, when student partners experience and foster these experiences in partnership, they are prepared to become these new kind of leaders and to advocate for this kind of leadership across contexts.

To engage session participants actively in this exploration and reconceptualization of leadership, this case study will: present the potential of partnership as both developing leaders and developing concepts of leadership; invite all participants to name, share, and think across their experiences of leadership through partnership; and support a consideration across what participants have shared regarding how partnership constitutes leadership development and helps us reconceptualize leadership.

Cook-Sather, A., Cott, M., Seay, K., & Stewart, K. (forthcoming). Pedagogical Partnership as Professional Development for Students. *The Bloomsbury International Handbook of Student Voice in Higher Education*.

Ospina, S. & Foldy, E.G. (2015). Enacting Collective Leadership in a Shared-power world. In James Perry and Robert K. Christensen (Eds.) *Handbook of Public Administration*, 3d Edition. San Francisco: Jossey-Bass.

Woods, P., Roberts, A., Tian, M. & Youngs, H. (Eds.) (forthcoming). *Handbook of Leadership in Education*. Edward Elgar Publishing Ltd.





# Case Studies – Session Four

## 4.4 Near-peer teaching: Students as partners in learning

Dr Glyn Thomas, Brendon Munge  
University of the Sunshine Coast

Near-peer teaching has been demonstrated to be an effective pedagogical tool for both the near-peer teachers and the near-peer learners across a range of disciplines. It occurs when students enrolled in courses at the end of their university program are engaged as teachers for students at the start of their program. The purpose of our study was to find out how the efficacy of near-peer teaching can be improved and enhanced in an outdoor environmental education program. We conducted an online survey with both groups of students after the conclusion of a 3day-2night field trip in the Cooloola or Pumicestone Passage region in South-East Queensland. This session will highlight ways that students can be active participants in the teaching and learning process. There will also be opportunities to share and discuss the preliminary findings and consider potential applications in other disciplines.

# Case Studies – Session Five

## **5.1 Students as partners researching the use of English as an international language toward developing intercultural competences**

Dr Ha Nguyen, Cheryl Seah, Rena Gao, Samson Cheung  
University of Melbourne

Despite a diverse student population, higher education in Australia has mainly been delivered in a native-speaker frame of linguistic and cultural reference. This model has been repeatedly critiqued across the world as it fails to represent or benefit large multicultural and multilingual student communities both locally and globally. In our case study, student partners and university staff have been working together on a research and resource development project titled 'Using English as an international language (EIL) toward developing intercultural competences.' Our work can transform the perceptions and practices of English-medium higher education through enabling more equitable meaning negotiation between culturally different individuals and groups. Our project aims to cultivate intercultural competences in both international and Australian domestic students alike, as well as in a broader multicultural society, so that people can connect and collaborate more effectively across difference. Considering the views of both students and educators, we have evaluated a wide range of EIL perceptions and practices to offer a comprehensive understanding of and recommendations for using EIL in tertiary education.

The partnership between staff and students has seen a fruitful interaction of different roles and perspectives to shape new understandings of EIL. We have found strategies that allow us to reflect critically on how we use English to express ourselves in varied cultural contexts and how we can better employ the language as a tool in daily communication and at workplaces. Our EIL knowledge and skills can also be used to help others who may be experiencing difficulties in intercultural communication in English. Apart from examining the real-world implications of EIL, we have also developed systems, methods and skills for operating a mutually enriching partnership, where we have all learned from one another. For example, we have set up a literature review matrix to share our reading notes and collaborate on our research, and we have used our meetings to synthesise and further our reflections to prepare for the next research cycle. Through making the most of social platforms such as Microsoft Teams and synchronous discussions, our partnership has been sustainable and our learning extensive. As we come from different cultural backgrounds, with student partners bringing perspectives from different study areas, we have truly embraced and drawn on the diversity of our team in all our work. This inclusive process has been one of the most important social outcomes of our project.

# Case Studies – Session Five

## **5.2 A Partnership Mindset for students and staff engaged in partnership: examples from the 21C Project at Western Sydney University**

Dr Tai Peseta, Shivani Suresh, Jackson Edwards, Samuel Suresh  
Western Sydney University

We are a team of students (and staff) working on a 5 year university-wide curriculum transformation project called 21C at Western Sydney University. For some years, we have worked alongside staff in partnership mode to co-create transdisciplinary Minors under a set of 21C Curriculum Challenges: Future Thinkers, Global Citizens, Innovative Entrepreneurs, and Sustainability Advocates. Guided by Barrie and Pizzica's (2019) notion of Partnership Pedagogy, we have also had the additional institutional responsibility of developing curriculum resources that prepare, induct and invite both students and staff into a critical conversation about curriculum co-creation, as the basis for scaling partnership in ways that are sustainable. In this presentation, we outline the model we have been wrestling with, working on, and refining together that has helped us to make sense of what we are doing, how we have been working, and why we work the way we do. We call this working model – A Partnership Mindset. It has also been at the heart of the way we have designed the curriculum of a Curiosity Pod intended to prepare students for the first step of partnership, and a professional learning program that does similarly for staff. While we understand the benefits, affordances and limitations of curricula for online and independent self-study, we share with you our working model of a Partnership Mindset as an invitation to discuss the sustainability of your own institutional student-staff partnership initiatives.

# Case Studies – Session Five

## **5.3 Students as co-creators of Aboriginal & Torres Strait heritage university gardens – building digital literacy, cultural competence and connections across the curriculum, the campus and the community**

Dr Isabelle Lys  
University of Sydney

Campus vegetation maps offer valuable teaching resources for biology and invite experiential place-based learning beyond biology e.g., ecology, human geography, storytelling as Aboriginal and Torres Strait Islander heritage walking trails (Cross, et al., 2021; Muecke & Eadie, 2020) to translate intergenerational knowledge and offer cultural, experiential learning for everyone (Muecke & Eadie, 2020). This project showcases transformative partnerships from two universities where students have designed and co-created online plant maps and to offer ways of knowing our respective campus floras that are inclusive of First Nations perspectives. The partnerships we describe go further than students and academic staff. In our collaborations there are: Indigenous knowledge holders and protocol advisors, students (current and prospective), professional staff, academic staff, the broader community. These partnerships resonate with United Nations Sustainable Development Goals (SDGs) numbers 4, 11 and 15 where results from such partnerships lead to inclusive and equitable quality education, sustainable cities and use of terrestrial ecosystems, respectively.

In higher education, students' active participation and engagement, co-creation and sharing of learning resources, plays an important key role in student-centred learning and retention. Citizen science approaches afford the means for students and partners external to the university to readily collaborate with each other as these Citizen science apps allow such collaborations to happen online (e.g., Dimon et al., 2019; Struwe et al., 2014) such as iNaturalist App with all collaborators (students, staff and knowledge experts) bringing their own expertise into frame.

Our highlights the value of broadening our view of who gets to be the 'teacher' in higher education. Knowledge experts, particularly First Nations knowledge holders, our professional staff, our students, the Citizen Science community have all contributed to the learning artefacts co-created. Being online, the accessibility of these artefacts i.e. digital maps of our campus plants, our botanical colleagues, with their respective narratives drawn from STEM and Aboriginal ways of knowing the world, means that these artefacts can 'teach' the broader community about the places where we learn and what we value. It is not surprising that our campus floras have become critical for outreach activities, and has implications for educational practices involving co-creation and development of online Aboriginal & Torres Strait Islander heritage walking trails at other universities, botanical gardens and parklands.

Cross, R., Quinell, R., Bell, T., Rhodes, P., Dancso, Z., Hubble, T., Motion, A., Wardle, G., Lewis, M., Murphy, D., & Gongora, J. (2021). "You'll never get cultural competence in science": An Australian perspective on integrating cultural competence into science teaching via cultural accountability. *International Journal of Innovation in Science and Mathematics Education*, <https://openjournals.library.sydney.edu.au/index.php/IISME/article/view/13593>

Dimon, R., Pettit, L., Cheung, C., & Quinell, R. (2019). Promoting botanical literacy with mApps using an interdisciplinary, student as partners approach. *International Journal for Students as Partners*, 3(2), 118-128. doi:<https://doi.org/10.15173/ijasp.v3i2.3671>

Muecke, S., & Eadie, J. (2020). Ways of life: Knowledge transfer and Aboriginal heritage trails. *Educational Philosophy and Theory*, 52(11), 1201-1213. Retrieved from <https://doi.org/10.1080/00131857.2020.1752185>. doi:10.1080/00131857.2020.1752185

Struwe, L., Poster, L. S., Howe, N., Zambell, C. B., & Sweeney, P. W. (2014). The Making of a Student-Driven Online Campus Flora: an example from Rutgers University Plant Science Bulletin 60 (Vol. 60).





# Case Studies – Session Five

## 5.4 Partnering with Students to Enhance Social Connection and a Sense of Belonging following the COVID-19 Pandemic

Dr Deborah Lynch, Tingting Yang, Dr Janine Rix  
University of Queensland

The ongoing COVID-19 pandemic has impacted the university experience for students. In 2021, student surveys and feedback in the School of Nursing, Midwifery and Social Work (NMSW) at the University of Queensland (UQ) indicated the urgent need to forge pathways for connection to enhance student engagement and foster a sense of belonging following the COVID pandemic. The School responded to this challenge by initiating a Student-Staff Partnership (SSP) Project with 4 student partners, one from each discipline in the School (Nursing, Midwifery, Social Work and Counselling) and 2 staff members. The aim of the partnership was to co-create a 'Student Experience Action Plan' (SAP) in NMSW.

To position student voices at the heart of this process, the student partners hosted a World Café event for all disciplines in NMSW which emphasised the added value of interdisciplinary connections to side-step separate and distinct professional silos. The World Café is a dynamic and participatory methodology that invites diverse perspectives in a welcoming and collaborative space. Students from all disciplines in NMSW came together to share their experiences and perspectives. Each student partner hosted a (café) table and invited participants to brainstorm responses to: What is 'belonging' to you as a university student in the School? What would make you feel like you belong? What has been your best experience? and How do we get there?. Flipchart sheets were provided to record student participants' thoughts and ideas. The interaction, engagement, connection and discussions of diverse NMSW students in the World Café gave rise to the following key themes: student voice, interdisciplinary connections, well-being through connection, student field placements, social and professional networking and physical and digital spaces at UQ. These leading themes brought together many shared experiences and ideas for improvement, which formed a sustainable and 'living' Student Experience Action Plan designed to continuously support and enrich students' university experience, strengthen students' connection and belonging within the School, the Faculty, and a wider UQ community. Bringing students and staff together to connect, reflect, analyse and plan collectively engages students and institutions in meaningful agendas for socially just transformative change. In this way, student narratives of belonging, learning experiences and wellbeing can be shared and inform initiatives, strategies and actions to foster wellbeing, enhance educational experiences and promote a diverse, inclusive and vibrant campus culture.

Mode of Presentation: This will be a dynamic, fun and interactive zoom session! We will use Jam board to invite participants to answer the 'World Café' questions on 'belonging' drawing on their own experiences within their institutions.



# Case Studies: Session Six

## 6.1 Students Partnering with Faculty (SpF) initiative at Wenzhou-Kean University for collaborative research

Dr Amrita Kaur, Lulu Kehan, Roderick Hou, Flora Han, Vivi Wei  
Wenzhou-Kean University, China

The participative agenda in Higher Education for teaching and learning emphasizes that student voice through participation in university teaching and learning practices, research, and governance can be transformative. Wenzhou-Kean University (WKU) engages students through Students Partnering with Faculty (SpF) grants for collaborative research. Students Partnering with Faculty (SpF) is a signature program initiated at Kean Union, New Jersey, in 2004 by the Office of Research and Sponsored Programs (ORSP). This initiative aims to support and advance student and faculty research, scholarship, and quality interaction between students and faculty at all Kean campuses, including at Wenzhou-Kean. Under this initiative, faculty members can obtain university funding to work on a research project in collaboration with undergraduate and post-graduate students. According to WKU's online data, "By the end of 2019, nearly 200 students and 30 faculty have participated in the SpF/SpS program, and 90 projects have been implemented with the sponsorship of more than 2.1 million RMB" (Times Higher Education, 2022). While this is an extraordinary initiative for student and staff development, an empirical investigation to explore how such a student-faculty partnership operates across disciplines in the Chinese context would be meaningful.

This case study research is funded under SpF scheme, and it involves three faculty members and four student partners. The study will adopt an exploratory qualitative design to gain insights from the lived experiences of ORSP staff members, students, and faculty in engaging with this initiative at the University level in different roles. Face-to-face in-depth interviews with participants will be conducted to collect data, and an inductive approach will be used to analyze the data. The study results will be discussed from a sustainability lens (opportunities and challenges) as to how such initiatives can be maintained into the future and support the scalability of this practice.

# Case Studies: Session Six

## 6.2 Student Partnership at HKU: Success and lessons learnt

Dr Lisa Cheung

University of Hong Kong

This presentation aims to review a two-year Students as Partners (SaP) initiative at the University of Hong Kong (HKU). Two course-related projects (the Medical Terminology project arising from an English course for Nursing students and the Wikipedia Article project from the English courses for Biomedical Science students) and two communication service-related ones were successfully completed. Significant outcomes were made, including co-teaching of digital literacy Workshops, co-development of Medical terminology course materials and activities, and co-launch of student-led activities to promote communication skills at HKU.

It is encouraging to see these achieved activities and outcomes were made possible by developing a strong work relationship between teachers and students. Qualitative data were collected via semi-structured interviews to provide comprehensive sources of information from the student partners' perspectives. A total of 16 students who participated in the SaP initiative were invited to attend the post-project interviews via emails. The findings to be presented show that the SaP initiative has been successfully piloted and appropriately focused at CAES, and the partnership contextualized in the course- and project/service-related educational endeavors is about right to reflect the unique context and mission of CAES to support teaching and learning at HKU.

In addition to capturing the benefits or outcomes of partnership last semester, it is promising to see qualitative metrics have been posited to link to values of SaP practices that are not only associated with specific outcomes or products but also linked back to the process of engaging in partnership practices. With positive responses on the four core values of SaP in the Impact Framework (i.e. Collaboration, Empowerment, Inclusivity, and Reciprocity), CAES has made a significant and important step into "crafting around the joint endeavour of learning predicated on mutually beneficial and rewarding collaborative learning experiences" (Matthews, et. al, 2018: 13). It is this diversity of values that forms the foundation of fruitful partnership in acknowledging the different perspectives and expertise that teachers and students bring to collaboration.

To achieve sustainability, recommendations were drawn upon the lessons learnt from this two-year project, including developing a Teacher Guide to Engagement through Student Partnership, exploring opportunities to deepen student learning, and enhancing teacher and student motivation. To further promote a SaP ethos for HKU faculty members beyond CAES, efforts are now being made in a Community of Practice on SaP across faculties and a wide adoption of the SaP Impact Framework.

It is hoped that rather than merely 'advocating' a SaP ethos, the insightful findings drawn by qualitative research methodologies in this study will not only present a systematic measurement of the impact of student partnership on student learning but also an overall promising big picture of the student partnership scene. It is also hoped that the evidence collected can serve as meaningful pointers for more fruitful and productive student partnership to be thrived at HKU.

# Case Studies: Session Six

## 6.3 Students to unfold the transition challenges: prepare for life-long learnings

Dr Jennifer Sun, Pei-Jia Lum, Lucia Lu, Shashank Shivakumar, Max Cao  
University of Queensland

Students, as one of the major stakeholders in higher education, their inputs are highly valuable for academics to uplift the course to address the transition challenges. To transform the student learning experience in a finance course at the University of Queensland (UQ), three student-staff partnership projects were undertaken to create an inclusive learning environment and build up student employability and skills for engaging in lifelong learning.

SaP 1: Student partners to co-create course material to support learnings. The course aims to connect textbook content to industry practice to raise awareness of employability, with great emphasis on critical thinking and self-reflection. In SaP1, past students are invited to share their thoughts and assist in co-creating new learning material to address challenges they experienced before. These course materials are created from a student's point of view, so they will be detailed enough and address aspects that an academic would not assume to be challenging. This ensures the materials are relevant for students in breaking through the transition challenge to the subject.

SaP 2: Student partners to provide feedback on the course assessment and feedback design. As the course has been redesigned to create sustainable assessments, student partners are invited to provide feedback on the changes and assess the level of support that was tailored to the first-year students. The first year is a great time for students to set up a sustainable learning routine, with guidance and student partners' review of the changes assures the implementation positively impacts the long-run learning.

SaP 3: Close the communication gap to boost engagement and a sense of belonging. The project aims to uncover the challenges in the communication between students and academics, especially for CALD students who tend to engage less in the course. The project aims to identify communication gaps and strategies that promote communications to boost engagement and potentially a sense of belonging—positive communication experiences and social relationships will translate into a sustainable skills in the future.

These three SaP shows that having students engaged in uplifting the course is one of the most effective ways for academics to identify room for improvement and create timely and effective strategies. Valuing student partners' voices is the key pathway to the future of higher education.



# Case Studies: Session Six

## 6.4 Behind the Scenes: Embedding partnership as a staff-student

Sam Geddes  
Deakin University

True students as partners modelling needs to breakdown traditional identities and lineation between staff and students. My association with SaP is two-fold: I am studying a Bachelor of Education, while working professionally to run the Students as Partners programs; all at Deakin University. Operating in both spaces presents its challenges, but embedding a student at the helm of SaP has been an opportunity for Deakin to strongly embed equity-first principles with a focus on teaching and learning. My position in both spaces is an example of how we should be better modeling intersubjectivity, seeing teachers-as-students and students-as-teachers. This case study presentation will draw on my personal experiences wearing both hats, and how the interplay between them has created more sustainable support and administration for students as partners projects. It will also interactive opportunities for participants to engage with the concept of intersubjectivity.