

2024 Global Students as Partners Roundtable

Inspiration | Action | Aspiration



7-19 September 2024
Online event

Program

Cite conference proceedings as:

Matthews, K., Chow, M., Cox, G., Dollinger, M., Henry, T., Hunt, J., Iftikha, F., Kligyte, G., Ostrowdun, C., Parker, B., Peseta, T., Reid, F., Suresh, S., & Zulkifli, Z. (2024, September 17–19). 2024 Global Students as Partners Roundtable [Conference presentation]. Online event. <https://espace.library.uq.edu.au/view/UQ:ce7d9a5>

Contents

Welcome and introduction ... 4

Session 1: Inspiration – Discussing inspirations ... 5

Padlet (1) ... 6 - 13

Padlet (2) ... 14-20

Session 2: Actions – Sharing practices ...21

Presentation Roster (1) ... 22

Abstracts (1)

1. *Socially Just Student-Staff Partnerships: Toward a Collective Theory of Multi- Institutional Organisational Change in the Global South ... 24*
2. *We Can Tell You How to Support Us! Student Perspectives on Academic Support ... 25*
3. *Developing Technology - Enhanced Medical Education ... 26*
4. *Students-as-Partner in Course Design, Teaching, and Assessment in Higher Education ... 27*
5. *Student-Driven Projects to Promote Equitable and Justice-Oriented Teaching and Learning ... 28*
6. *Identifying and Embedding Co-Creation Opportunities in a Level 3 Mathematical Analysis Module: Student and Staff Perspectives on Partnership Potential ...29*
7. *Building Together: Harnessing Partnership to Create an Enhanced Professional Development and Coaching Curriculum ... 30*
8. *Supporting and Assessing Year 1 of a Students-as-Partners Program: Challenges and Successes ... 31*
9. *Are We Really Working With Students as Partners When Developing Feedback Literacies With Our Undergraduate Students and Staff? A Literature Review ... 32*
10. *What Sprouts and Grows When the SaPs Seed is Planted in a Master of Arts in Art and Design? ... 33*
11. *University is Made of This: Students as Partners in and Across the Curriculum ... 34*
12. *Student Faculty Partners Program Pilot at a Large Private Research University ... 35*
13. *Incorporating the Student Voice into Innovations in Teaching Chemistry: Lessons from a Multi-Year Program of SaP Activities ... 36*
14. *Raising Student Voices and Building a Culture of Partnership-Working ... 37*
15. *Nursing COMPASS (Collaborative Mentoring with Peer-Assisted Support for Success): A Peer Learning Program Underpinned by Students as Partner Approaches ... 38*
16. *Reconceptualizing Veteran Student Success: Using a Students as Partners Framework ... 39*
17. *Can Student Partnership Working Ever Be More Than a Minority Sport? Transforming Conversations in Education: Co-Creating Methods to Enhance Dialogue on Partnership ... 40*
18. *Transforming Conversations in Education: Co-creating Methods to Enhance Dialogue on Partnership ... 41*
19. *Student Experience Leaders: Amplifying the Student Voice ... 42*
20. *Framing International Student Project Work on Local Solutions Within the UN Sustainability Development Goals 43*
21. *Students as Trusted Stakeholders: Lessons from the U.S. Air Force Academy ... 44*
22. *The Impact of the Current Student Loans Regime on Muslim Student Engagement and Retention in Higher Education ...45*

Presentation Roster (2) 23

Abstracts (2)

23. *Students as Partners in Teaching Research and Research-Based Learning - An Evaluative Mixed-Methods-Approach to Students' Perceptions and Reflections ... 46*
24. *Applying the Double-Decker Partnership Approach to Create Collaborative Opportunities With Students ... 47*
25. *Students as Partners: Developing a Case-Based Learning Scenario for Medical Education at UQ ... 48*
26. *Steering the Ship Together: Navigating Co-Creation with Students ... 49*
27. *Addressing Academic Integrity Through a Students as Partners Initiative ... 50*
28. *From Learners to Pedagogical Partners: A Transformative Journey ... 51*

29. *Beyond Participation: A Transformative Approach to Student-Led Assessment for Educational Outcomes ... 52*
30. *Gen-AI in Finance: Student Partners Co-Create Future Learning Experiences ... 53*
31. *Dreaming Up Our Future: Co-Designing Decolonial Student-Centred Leadership Programmes ... 54*
32. *Voice and Vision: Multilayered Representation in UniSQ's Shift from Student Representation to Co-creation ... 55*
33. *'It's Important to be Proud of Your Identity and Advocate for Yourself': A Student-Educator Partnership to Co-Create Inclusive Learning Activities ... 56*
34. *Accessibility Allies – Improving the Student Experience Together ... 57*
35. *Empowering the LLB Graduate ... 58*
36. *UNSW Student Partner Program ... 59*
37. *Learning by Teaching: Student-Run Classes as Epitome of Whole of Class Students as Partners Approach ... 60*
38. *From Classroom to Café: Enhancing Education Through (In)Formal Student- Staff Partnership ... 61*
39. *Co-creation of a GenAI Prompts Library by Programming and Data Science Students ... 62*
40. *Student Insight into Partnership in Practice at UQ ... 63*
41. *Clinical Reasoning Development: Enhancing Independent and Group Rational Decision Making ... 64*
42. *Advancing Global Citizenship and Leadership Via ePortfolio Assessments Within Agricultural Sciences Education ... 65*
43. *Co-Creating “5 Moments That Matter” Through Student-Staff Partnership: Revisiting the Challenge of Engaged Teaching ... 66*
44. *Enhancing Student Experience Through Collaboration: The Early Feedback Task Survey ... 67*
45. *Partnership in Action: The Students as Change Agents Program ... 68*
46. *The “First in Family” Pilot Podcast Project ... 69*

Session 3: Aspirations – Identifying aspirations ... 70

Miro board (1) ...71-73

Miro board (2) ...74-80



Welcome

The Students as Partners team is excited to host the annual **Global Students as Partners Roundtable** on behalf of the Australian SaP Network in 2024.

Students as Partners (SaP) creates space for students and staff to work together toward shared educational goals. When students are positioned as partners in university communities, they become 'more than students' or 'customers'. Students become active participants with valuable expertise to contribute to shaping learning, teaching, assessment, governance and the work of the University alongside academic and professional staff.

The SaP approach covers a wide range of activities, both in and out of the classroom. One of the most commonly cited definitions for teaching and learning partnerships is:

"A collaborative, reciprocal process through which all participants have the opportunity to contribute equally, although not necessarily in the same ways, to curricular or pedagogical conceptualisation, decision-making, implementation, investigation, or analysis". [Cook-Sather, Bovill, & Felten, 2014, p. 6-7](#)

In 2024 we celebrate 10 years of the Roundtable and imagine the next 10 years. See information about past events [here](#). This year, there will be 3 online sessions:



Inspiration The people and practices that have inspired us to engage in partnership practices and research over the past decade, propelling us to this current momentum.



Action The current practices, research, and activities implemented to bring the partnership to life in our diverse higher education institutions.



Aspiration The ambitions we aspire to achieve in the next decade, as partnership practices and research expand and evolve to more places and spaces globally.

Please take time to peruse the information about sessions and join as many you can to share the extensive knowledge held within this network that helps us to broaden our understanding of what makes great student-staff partnerships.

The SaP Roundtable Organising Committee 2024

- Associate Professor Tai Peseta, Samuel Suresh (Western Sydney University)
- Marissa Chow, Tanya Henry, Jem Hunt, Professor Kelly Matthews, Brenda Parker, Zahra Zulkifli (The University of Queensland)
- Professor Mollie Dollinger (Curtin University)
- Giedre Kligyte (University of Technology Sydney)
- Glenda Cox (University of Capetown)
- Christopher Ostrowdun (Leeds University)
- Fatima Iftikhar



Session 1: Inspiration – Discussing inspirations

The people and practices that have inspired us to engage in partnership practices and research over the past decade, propelling us to this current momentum.

This session will run for 2 hours and is hosted and curated by the Western Sydney University Student Partner team:

- Associate Professor Tai Peseta
- Samuel Suresh

Offering 1: Monday 9 September 9:00pm (AEST)

Offering 2: Tuesday 10 September 9:30am (AEST)

Note: Offering 2 is the same session as Offering 1 – repeated to accommodate time zones.

About the session

This session invites the global student-staff partnership community to reflect on the ideas, concepts and people that have inspired us to orient and expand our educational work towards partnership.

Featuring Professors Alison Cook-Sather and Mick Healey in conversation with the Western Sydney University Student Partner team, the session is an opportunity to pause, take stock, and reflect with others on our inspirations.

We'll consider how those inspirations have supported the design, implementation, evaluation and impact of our student-staff partnership practices and learn from each other how those practices can be sustained.

Join the conversation to recognise and challenge how our inspirations carry us into the future.

Participate in the session

- Read the following articles that have inspired many of our curiosities about student-staff partnership:

[Cook-Sather, A., Bovill, C., Felten, P. \(2014\). Engaging Students as Partners in Teaching and Learning. Somerset: US: Jossey Bass \(PDF, 4.4 MB\).](#)

[Healey, M., Flint, A., & Harrington, K. \(2016\). Students As Partners: Reflections on a Conceptual Model. Teaching and Learning Inquiry, 4\(2\), 8-20.](#)

- Skim read the [contributions that colleagues around the world have made to IJSaP's Voices from the Field](#).
- Prepare 1 or 2 questions you'd like Alison Cook-Sather and/or Mick Healey to answer in the session. [Submit your questions through this form](#).

10th Global Students as Partners Roundtable (9 Sept, 9.00pm AEST)

Take 10 mins to tell us about your SSP Inspirations. Write a response on each of the three Padlet Walls below. Then, read at least TWO other responses and make a comment.

TAI PESETA 7/17/24 11:06AM

3. An inspiring SSP experience you want to share.

0 16

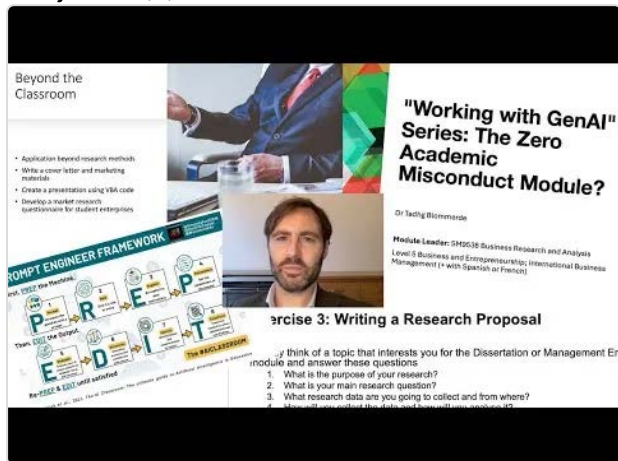
Anonymous 9/9/24 11:39AM
Working with off campus students to create Commuter Peer Mentoring in Manchester (UK).

Anonymous 9/9/24 11:40AM
Not yet - but I still have lots of energy for the future

Anonymous 9/9/24 11:40AM
Working with experienced postgraduate tutors to create a module for new postgraduate tutors.

Anonymous 9/9/24 11:41AM
Remaining committed to pedagogical partnerships even in the midst of lockdowns (covid-19), when the shift to online learning tested our dedication to connection and community in education.

Anonymous 9/9/24 11:41AM



Students got to decide what they learned and satisfaction with the module increased, earning scores higher than departmental, faculty, and university averages for 8/10 questions.

Anonymous 9/9/24 11:42AM
Working with a group of teachers and students on an issue brought up from one of the teachers (introducing a new way of examination on a course), seeing this initial idea transform into something broader due to student perspectives and contributions (taking on not just the examination, but the actual course) and then watching the students take hold of this project and run with it in unexpected ways that exceeded everyone's expectations (the students ended up teaching part of the course)

Anonymous 9/9/24 11:43AM
My SP colleagues being directly asked to contribute on something very new and exciting on the agenda for 2025, being part of something from it's inception is such a rare opportunity.

Anonymous 9/9/24 11:43AM
Our department at the Lahore University of Management Sciences' Learning Institute (LLI) just recently held an orientation for this semesters SAPs. This is the fourth year of the Partnership program at our uni and the Students and Staff now know what to expect and shared their hopes and goals from the program. The energy was so palpable and I am excited for the upcoming semester.

Anonymous 9/9/24 11:43AM
When I realised that students and staff were working on an initiative, not because they were told to by their department

(staff) or because they were being paid (students) but because they genuinely wanted to make a difference. The goals were the same between students and staff and was very inspiring

Anonymous 9/9/24 11:45AM

I am a doctor teaching doctors around the world online as part of a UCL MSc. My student partners were students based in South America, Malaysia and Australia with me based in the UK. It was really enjoyable to work with student partners globally online and I appreciated the opportunity which we all benefited from. It certainly helped me develop my teaching hearing the students great insight.

Anonymous 9/9/24 11:47AM

Working at University College Cork (Ireland) to co-design and co-facilitate a Student As Partners (Pedagogical Partnership) Program the partners who volunteered (staff and students) and participated over the year were incredibly inspiring and wonderful to work with and learn from!

Anonymous 9/9/24 11:48AM

Having the opportunity to share practice and the fact that the work we are doing at an institutional level is appreciated and valued!

Anonymous 9/9/24 11:49AM

Supporting an ex-Student Partner (who we were lucky to then be able to employ as a temporary staff member) to conduct this insightful and nuanced research into what we've learned/gained from Student Partnership at our university:

<https://info.lse.ac.uk/staff/divisions/Eden-Centre/Assets-EC/Documents/Five-Years-of-Student-Partnership-Report.pdf>

Anonymous 9/9/24 11:51AM

Working with an intern to develop a faculty level peer support programme has been really inspiring - she is presenting at the RAISE conference this week. Seeing the students I work with go on to present at conferences and hearing their reflections is what inspires me the most

Anonymous 9/9/24 11:52AM

Co-developing a method for an effective dialogue about partnership and topics related to it.. [Students as Partners: interactive method | Inholland](#)

Anonymous 9/9/24 11:56AM

I just joined the SSP initiative a month ago. So don't have much experience. But I really like meeting with other student champions and whatever they bring to our table in a meeting

⇌ TAI PESETA 7/17/24 11:05AM

📌 **1. What is something, or who is someone that inspired you to start your SSP journey. How?**

♡ 0 🗨 32

Anonymous 9/9/24 11:38AM

Poor student motivation and engagement. Students didn't see the value in my module and I wanted them to feel some ownership in what was being taught.

Anonymous 9/9/24 11:38AM

Being a student partner (PASS Leader) as an undergraduate myself, 14 years ago.

Anonymous 9/9/24 11:38AM

At my undergrad institution, Swarthmore College (PA, USA) some of my women's studies professors practiced elements of students as partners.

Anonymous 9/9/24 11:39AM

For me, the sojourn into SSP has been completely by chance. I was hired in a department that already has an SSP in place, and I am still learning every day. However, from the very first time I heard about it, I could see the value and potential it has.

Anonymous 9/9/24 11:39AM

A previous DVCE who looked over a proposal I had in hand

Anonymous 9/9/24 11:39AM

UK UCL Arena who first introduced me to student reviewers of teaching practice as an example of students as partners in 2018

Anonymous 9/9/24 11:39AM

Students: We did an 'inclusive curriculum' project and one of the outcomes was that students feel disconnected from staff and that they are frustrated about the lack of influence they have on teaching. So I think the source of inspiration is students' frustration...

Anonymous 9/9/24 11:39AM

As a student, I was inspired to be in partnership with staff because I am firmly convinced that learning through experience > learning through theory. And as a psychology student, I understand that we learn greater through social means, not in isolation.

Anonymous 9/9/24 11:39AM

A teacher of mine- Dr Charambulous, who directed me towards SSP at Western. It was the first time I'd had a teacher pick up that I wished to get more out of my time in uni and guided me towards something.

Anonymous 9/9/24 11:40AM

Last year I attended some activities/ workshops from a SSP at our university and that motivated me to join one of it

Daniela Gachago 9/9/24 11:40AM

The student protests in 2015 and 2016 and their call to include student voices in curriculum change projects

Xena Cupido 9/9/24 11:41AM

The FeesMustFall movement (2015-2017) was a catalyst into this journey

Anonymous 9/9/24 11:41AM

perceived disparity in final year project supervision led me to work with students to uncover their perceptions and expectations so we could co create a tool together to support supervision

Anonymous 9/9/24 11:41AM

Working with international students made me realise we were missing an opportunity to bring in topics and examples from different cultures, share and explore learning and experiences. It was also clear that the needs and interests of students was very diverse - gaps in knowledge differed, and assumptions were made about how students would learn and what they may struggle with which were often wrong.

Anonymous 9/9/24 11:41AM

The grounding of values (respect and shared responsibility being my favorites) inspired me to engage in the partnership work. It laid a framework of "code of conduct" for me to follow in my partnership experience; I also extended this to other areas in my life.

Anonymous 9/9/24 11:41AM

Poor engagement. Student satisfaction

Anonymous 9/9/24 11:42AM

Initially Dr Katy Savage and Dr Sean Morrissey of the University of Strathclyde who asked me to lead a collaborative writing group on: working with students as partners with a focus on feedback literacies. It was at this point I was introduced to the brilliant work of Mick and Ruth Healey. Our collaborative writing groups have benefited from the direct instruction from Mick and Ruth as well as careful carefully constructed feedback from a distance. Their enthusiasm for SSP is infectious.

Anonymous 9/9/24 11:43AM

Similar to Tadhg - I had a round of feedback from the first module I ran in HE with some clearly actionable feedback (making my level 3 biology modules more clinically relevant to medical students and less repetitive of high school science). I revamped the module for the next cohort and the impact was immediately apparent. Since then I've found having an open dialog about the curriculum with students makes T&L better for everyone involved

Anonymous 9/9/24 11:43AM

I was inspired to do this work through a suggestion from my boss, that led to extensive research on partnership. Learning about the potential of partnership through the stories of others really inspired me to pursue this work further than just research.


Anonymous 9/9/24 11:43AM

My own experience as a student union officer 25 years ago continues to inspire me to build partnership and work with students.

Anonymous 9/9/24 11:43AM

Working in really small classes in regional areas, where it became evident that working collaboratively and allowing students to have agency was critical to engagement.

Anonymous 9/9/24 11:43AM

Dr Xena Cupido & the #FeesMustFall movement in South Africa


Anonymous 9/9/24 11:44AM

To work with students to enhance the learning experience.

Anonymous 9/9/24 11:44AM

I was inspired by the Advance HE workshop on inclusive student partnerships. It was a fantastic workshop. I learned so much.

Anonymous 9/9/24 11:44AM

Katharina Bellingher: The project that I am working in currently. One of the goals and approaches is SaP. That's how I've got to know the concept on first hand, and I always worked with participation methods (during my design studies and later now in my teaching) Project: <https://www.hd-sachsen.de/projekte/d2c2/> / <http://d2c2-kunstundgestaltung.jetzt/> (sorry, all in German)

Anonymous 9/9/24 11:44AM

Sue Pather. For being a first generation student who found it difficult to transition to university both socially, culturally and academically made me mindful of students' need to feel connected and a sense of belonging. Thus my constant intentional awareness of student-staff partnerships and student engagement

Anonymous 9/9/24 11:45AM

Initially: A graduate intern who told me how she wished she'd had the opportunity to work with the institution while she was still a student, as it gave her a different perspective on the commitment of staff members to enhance students' experiences, and made her feel a stronger sense of community/belonging/affection.
Then: We had a Deputy PVC Education who funded a specific Student Partnership role and programme.

Anonymous 9/9/24 11:46AM

Came into partnership earlier this year through my research fellowship. Still learning and keen to be apart of this ambitious work

Anonymous 9/9/24 11:46AM

The experience of being taught by a group of affirming female teachers in post-independence Trinidad as part of a re-imagined school curricula inspired me to view education as a liberatory and transformative experience and to seek opportunities to cultivate those possibilities in my work with students.

Anonymous 9/9/24 11:47AM

Inspired by colleagues pioneering this in the university

Anonymous 9/9/24 11:48AM

Inspiration; A new post in 2012 to address student retention. Realising student retention results from student engagement and success. Wanting to ensure we brought students and staff together to inform initial programmes. Focusing on quality of teaching, Learning, Assessment experiences and how they could be enhanced. Looking at what others were doing: Sparqs Edinburgh, Scotland; Prof Liz Thomas; Peter Felten; Cathy Bovill. Mick Healy; Alison Cook- Sather.

Anonymous 9/9/24 11:51AM

A bunch of students have inspired me to co-create together, to learn from each other, a few colleagues for sure and written research on the topic. It started in class having a dialogue with students rather than using power points...

⇒ TAI PESETA 7/17/24 11:05AM

✦ **2. What is something, or who is someone that encouraged you to keep going on your SSP journey. How?**

♡ 0 🗨 25

Anonymous 9/9/24 11:38AM

A colleague who was very experienced with SaP.

Anonymous 9/9/24 11:39AM

My Management and Organizational Behavior Teaching Society colleagues (MOBTS) by offering sessions related to humanistic teaching practices and colleagues experimenting with different "democratic" teaching and learning philosophies and classroom practices.

Anonymous 9/9/24 11:40AM

No one. I need to get to know people in this wonderful community

Anonymous 9/9/24 11:40AM

Getting SFHEA and later PFHEA accreditation from Advance HE based on student partner work. It shows that this is valued!

Anonymous 9/9/24 11:40AM

I am fascinated by the diffusion of boundaries (in terms of intellectual input and engagement) between staff and students. It is still a novel concept to me so I am just trying to absorb as much as possible.

Anonymous 9/9/24 11:40AM

As a student voice manager within a university it is always always the students and their inspiring contributions that keep promoting SSP worthwhile - that and a reaction to those who dismiss students as customers to be kept at arms length!

Anonymous 9/9/24 11:41AM

The students I work with inspire me every day to keep on this journey

Anonymous 9/9/24 11:41AM

My student partner colleagues, Shivani and Kobi, who took on a mentor-like role guiding the newer SP's through some of the difficult and confusing bits of becoming a student partner.

Anonymous 9/9/24 11:41AM

UCL Arena welcomed my further involvement in subsequently promoting student partnerships on the UCL website. I was able to add a case study and make a short promotion video that they posted. This was really encouraging for me

Anonymous 9/9/24 11:41AM

I recently got funding for setting up a partnership project, so now I need to actually keep going and do it! Having departmental support helps though, especially when you have colleagues that believe this could be valuable.

Anonymous 9/9/24 11:42AM

The students themselves - working with them has been so invigorating and rewarding. And feeling like we are co-creating something that I definitely couldn't have created on my own.

Xena Cupido 9/9/24 11:42AM

The South African community of practice that was established which includes staff and students from 3 universities in the Western Cape

Anonymous 9/9/24 11:42AM

work and outcomes of SSP to improve student teacher learning and guide students to utilize the resources fully

Anonymous 9/9/24 11:42AM

Learning from others working in the area from across the sector.

Anonymous 9/9/24 11:42AM
10 years of the SaP Roundtable!

Daniela Gachago 9/9/24 11:42AM
getting funded by our department of higher ed and training really helped in setting up a larger project and involving more partners

Xena Cupido 9/9/24 11:45AM
Our work culminated into a collaborative project:
<https://www.cput.ac.za/dsjp/home>

Anonymous 9/9/24 11:45AM
My faculty partner, Dr. Launa Gauthier, who modeled the values of partnership for me was my inspiration to continue this work. Although there were times when I faced some challenges and power distance with other faculty partners, she acted as a facilitator and helped me use the partnership values as a guided compass to comeback, tap into them and, act from a place of intention.

Anonymous 9/9/24 11:46AM
I have been incredibly motivated by the collaborative writing group that I lead. The joint dedication to achieving tasks and supporting each other has been brilliant as has the genuine and kind encouragement, feedback and support from Mick and Ruth Healey

Anonymous 9/9/24 11:46AM
The students that have participated in projects we run at our institution are what inspire me to keep going. So many examples of students that have exceeded their own expectations beforehand are what keeps me motivated on this

Anonymous 9/9/24 11:46AM
Regularly hearing from Student and Staff partners about what they've gained from participating - often how it's been the highlight of their university experiences, and/or how it has changed their future plans.

Anonymous 9/9/24 11:47AM
Alison Graham, now at Newcastle (UK), for giving me the confidence to propose and lead the curriculum review which is in progress as a student partnership project. Peter Bazira, my HoD at HYMS, for encouraging me to develop this and make it part of my career.

Anonymous 9/9/24 11:49AM
Everyone I have come in contact with, from those who participate to those who write and lead embody this work as they discover their ways, and the different ways that they encounter, enact and see this work are always and continually inspiring!

Anonymous 9/9/24 11:49AM
Also the students who have enthusiastically given their time and ideas additional to their formal study and projects, especially those who have run with an idea, developed resources and engaged with others.

Anonymous 9/9/24 11:51AM
Peter Felten on meaningful connections, Ruth Healey on importance of emotions, Jurg Thulke on the systemic approach to develop methods, Rohit Jahangier (student) non verbal communication and vulnerability...

↩ **ANONYMOUS** 9/9/24 11:46AM

Asanda Ngoasheng

Fees Must Fall made me think about student staff relationships and possibilities for change in that relationship.

♡ 1 🗨 0

↩ ANONYMOUS 9/9/24 11:43AM

During Covid, i was asked to create an online orientation to enhance students' digital literacy. At the same time I was also focusing on supporting faculty to incorporate tech in their teaching. I realised that the best way to desig the orientation was to involve students who had experienced these challenges themselves. This is how my SaP journey started.

♡ 1 🗨 0

↩ ANONYMOUS 9/9/24 11:43AM

1. Something/Someone that inspired your SSP Journey?

[Note: started writing a new padlet note because I'm used to this and thought suggestions to respond implied this, apologies if this distracted from the flow/process].

My path through educational experiences has almost always had participatory, collaborative, partnerships - from
1) in High School - the MIT Educational Studies Program (ESP) - that involved College Students offering Saturday courses to High School Students and the ESP Exec Board inviting HS Students to join and guide the project
2) in Undergrad - University California Santa Cruz (no grade, narrative evaluations) that used student engagement centrally.
3) as Peace Corp Volunteer - using partnership to learn and get things done
4) In Grad School - The Center for International Education, UMass was entirely participatory and made all decisions (curricular, program, project, publication, etc.) with staff and students.

All my professional work since those formative times have continued this path.

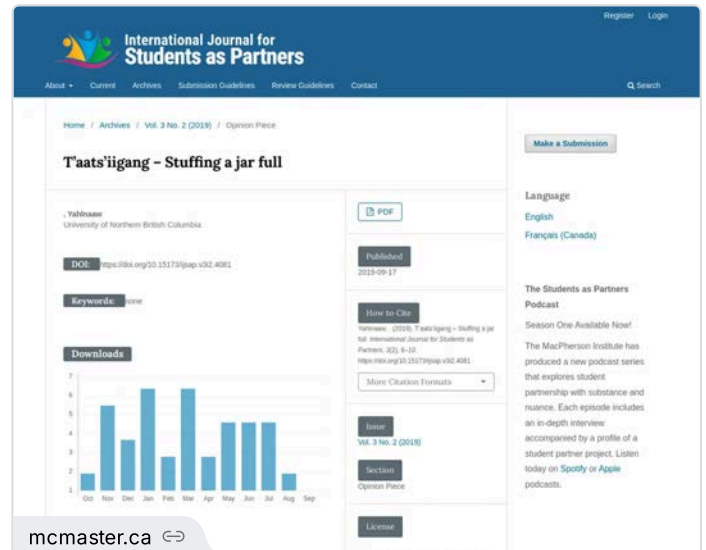
♡ 1 🗨 0

↩ ANONYMOUS 9/9/24 11:45AM

academic publishing

Enacting a more human and relational form of academic publishing.

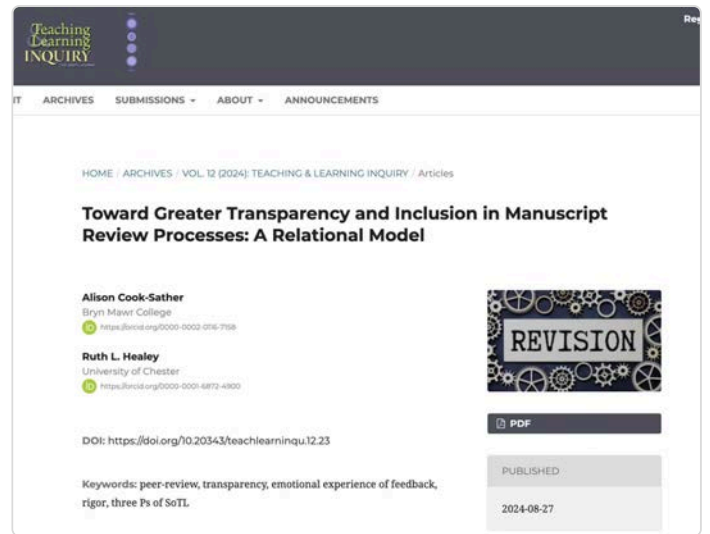
♡ 0 🗨 0



↩ ANONYMOUS 9/9/24 11:55AM

...and reviewing manuscripts for publication

♡ 0 🗨 0



The screenshot shows the article page for "Toward Greater Transparency and Inclusion in Manuscript Review Processes: A Relational Model" by Alison Cook-Sather and Ruth L. Healey. The journal is Teaching Learning Inquiry, Volume 12 (2024). The page includes author information, a DOI link, keywords, and a "REVISION" graphic. The publication date is 2024-08-27.

Teaching Learning INQUIRY

HOME / ARCHIVES / VOL 12 (2024) TEACHING & LEARNING INQUIRY / Articles

Toward Greater Transparency and Inclusion in Manuscript Review Processes: A Relational Model

Alison Cook-Sather
Bryn Mawr College
<https://orcid.org/0000-0002-0016-7198>

Ruth L. Healey
University of Chester
<https://orcid.org/0000-0001-6872-4900>

DOI: <https://doi.org/10.20343/teachlearningqu.12.23>

Keywords: peer-review, transparency, emotional experience of feedback, rigor, three Ps of SoTL

REVISION

PDF

PUBLISHED
2024-08-27



10th Global Students as Partners Roundtable (Tues 10 Sept, 9.30am AEST)

Take 10 mins to tell us about your SSP Inspirations. Add a Comment (your response) under each of the three Posts below. Read through the other Comments and contribute an observation in the main Zoom room.

TAI PESETA 9/9/24 1:15PM

1. What is something, or who is someone that inspired you to start your SSP journey. How?

5 26

Anonymous 9/10/24 12:09AM

Attending a Change Institute at McMaster University and hearing what others were doing in terms of partnership

Anonymous 9/10/24 12:10AM

Professor Lyn Carson's work on deliberative democracy was my starting point and inspiration

Anonymous 9/10/24 12:10AM

Working with international students made me want to do more student-staff partnership work, as I realised that my experiences were so different to theirs.

Anonymous 9/10/24 12:11AM

A reflection of my teaching philosophy- I believe that my philosophy of learning and teaching has its foundations set by my experience as a clinician, dealing with various people throughout my career. My teaching philosophy is also influenced by my experiences as a student and teacher and what is important for student-teacher interaction. Just as a patient and the paramedic are partners in their health care journey, students and lecturers are partners in the learning journey

Anonymous 9/10/24 12:11AM

The students I met when I first started at Curtin University inspired me to appreciate who they were, their journey and stories. In doing so, I began to understand the power of listening to them and that it wasn't a one way conversation. This was my first introduction to SSP.

Anonymous 9/10/24 12:11AM

The positive feedback from staff and students has been encouraging. I think we have had great insight and contributes from student partners that have greatly value-added to our work.

rlatimer7 9/10/24 12:12AM

Coming from a Design industry/faculty background user research is fundamental. Design thinking framework is underpinned by user journeys and stakeholder engagement. It invites enquiry and iterative processes.

Anonymous 9/10/24 12:12AM

I was a student when I started to share my voice as a volunteer in multiple areas as part of student academic board, club leader and a peer mentor. So, when I had the opportunity to work part-time as a staff member and got to work on the insights I had as a student it was very interesting. As I never knew the barriers and problems that arise while implementing things as small as extended library hours.

Anonymous 9/10/24 12:12AM

Participating in a 3rd elective subject based on student staff partnership here at Western - We Are The University - Students co-creating change

Anonymous 9/10/24 12:13AM

Students. I was coordinating a large scale unit of study with 800 students enrolled each semester and I wanted to better get the WIFM message across to them. I quickly realised that increasing student voice and inviting recent grads from this unit worked the best. We recorded multiple videos with tips on how to succeed in a unit - and it made a difference. It was in 2019 -

since then, I moved to whole of class SaP in smaller unit and I would never go back to any other way of teaching & learning!

Anonymous 9/10/24 12:13AM

The alignment with my background in community development and recent work with students as a mentor and supervisor lends itself to understand and pursue opportunities in this space

Anonymous 9/10/24 12:13AM

I'm very new to working in higher Ed, so this conversation and concept is new and exciting to me. As someone with a background in community development the idea is not foreign to me, but this is an area I'd not heard of the idea until recently. And only coming to understand what it means through this forum! Ground zero is here!

Cassandra Iannucci (Deakin) 9/10/24 12:13AM

I was inspired by the students I taught during my time teaching K-12 in a very remote part of northern Canada. I realized that to make my teaching meaningful, relevant, and worthwhile, it needed to be genuinely student-centered. This realization, combined with the stark awareness that I had no idea what it was like to be them, ignited my passion for forming authentic student-staff partnerships. I wanted to better understand and support all students, particularly those from diverse and underrepresented backgrounds, ensuring that my practice truly reflected their needs and experiences.

Anonymous 9/10/24 12:14AM

My journey with student-staff partnerships started in 2017 through a conversation I had with Kelly Matthews about her research on students as partners. I loved the idea and soon found ways to embed the ethos into my work. My first project in partnership with students was incredible and I still have contact with many of the student partners now. I'm still learning to this day!

rlatimer7 9/10/24 12:14AM

Equity of access to education (including open access) and online learning challenged 'traditional' T&L. This provided opportunity to explore student mentors, peer-to-peer learning in asynchronous environments where the teacher was absent.

dominika bedzinska 9/10/24 12:14AM

Reflecting on the inspiration behind my own journey into Student-Staff Partnership, it was driven by a deep desire to create more inclusive and collaborative learning spaces. The idea that students can contribute meaningfully to teaching and learning environments has always resonated with me, particularly in a field like psychology, where understanding diverse perspectives is crucial.

Anonymous 9/10/24 12:15AM

As an Educational Developer I was in a consultation with a professor and by chance he was with one of his grad students - the input from his student was extremely insightful...so I asked the student if he wanted to collaborate in the course redesign we were working on... years later I learned this idea was part of a bigger movement :-).

Anonymous 9/10/24 12:15AM

My first research student, who helped set up my lab and get research started the summer before I taught my first classes. She stayed by my side, so to speak, as we entered my first semester of teaching and her fifth as a student.

Anonymous 9/10/24 12:16AM

Hosting a credit-bearing unit/program at a university and mentoring students on their own inspired projects was a life-changing experience for me. Guiding them through how to navigate university stakeholders and external partners helped me see how valuable these experiences were in their growth as lifelong learners. Celebrating their successes and witnessing the results of their work, I saw how much they valued working as partners. This inspired me to dive deeper into the area of student-staff partnerships. The students themselves were my biggest inspiration

dominika bedzinska 9/10/24 12:16AM

Engaging in Student-Staff Partnership allows me to bring my experiences as a student to the forefront, while also building stronger relationships with staff and creating learning experiences that are more relevant and empowering for all involved. It was a mix of wanting to make an impact and seeing how partnerships transformed learning environments in higher education that really sparked my interest.

Anonymous 9/10/24 12:16AM

The scholarship/theory about critical and feminist pedagogy. Colleagues who collaborated with me at Hampshire College (US) to enact CP in the classroom. Colleagues and students at Amherst College (US) who spoke with me about their SaP partnership experiences.

Anonymous 9/10/24 12:16AM

I am very new to the SSP concept, and new to my current role and loving the learning curve I am experiencing. My previous roles were within Student Residence and I worked closely with the SSP concept, without knowing the term, and my students were my inspiration along the way. Their voices and collaboration were so valuable in projects and activities delivered. I am very interested to build knowledge and expand this concept into my new role in the future.

Anonymous 9/10/24 12:17AM

This was not an opportunity I knew was available to me! Not until my lecturer informed me of the opportunity. And now I never want to go back to not being a part of it.

Anonymous 9/10/24 12:18AM

As a student myself who started his journey from a volunteer to a student part time staff, I think its a great learning experience and to see how things work at the back end. The collaboration between student and staff is commendable

Anonymous 9/10/24 12:19AM

My third year elective subject's teacher cranked opened up the university for me and I just saw so much possibility and opportunity with SSP. I was mind blown that my teacher wanted to negotiate how she ran a subject with me! 4 years in SSP now. Hello Tai :)

Emily B 9/10/24 12:31AM

As a professional staff member, I have been extremely fortunate to have academic colleagues who involved me in their projects and then gave me the support to facilitate my own. I could see from the first session I was looped into how rich and rewarding these pieces of work are.

↩ **TAI PESETA** 9/9/24 1:15PM

📌 **2. What is something, or who is someone that encouraged you to keep going on your SSP journey. How?**

♡ 3 🗨 23

Anonymous 9/10/24 12:09AM

Funding has been very helpful (and not always possible), as I think it's important to pay student partners.

Anonymous 9/10/24 12:12AM

The success of the SSP framework in reducing academic misconduct cases

Anonymous 9/10/24 12:12AM

It is the every day conversations with staff who are engaged with SAP initiatives and then the exchanges with students who remind me of the opportunity present.

Anonymous 9/10/24 12:13AM

My journey has been in co-design with people who have lived experience (suicidality, eating disorders, sexual violence). In these areas, it is integral to hear voices of those who have been through these issues in order to offer support to others. I feel that student-staff partnership is the same way - we need to

understand the experiences of our students in order to offer the best support.

Anonymous 9/10/24 12:13AM

There is great enthusiasm within the staff and students (paid and volunteers), that helps keep me going. Also, the positive comments from other university staff.

Anonymous 9/10/24 12:14AM

The Student Partners' dedication to the work, particularly when expectations and outcomes don't align.

Anonymous 9/10/24 12:14AM

Students :) The way the approach was transforming them in the classroom and beyond was phenomenal - call it an almost instant gratification that I got addicted to. How can one not get inspired, when students even right impromptu (!) poems like this: "I am not a customer" - Teaching@Sydney.

Anonymous 9/10/24 12:15AM

Cherie Woolmer and Beth Marquis

Anonymous 9/10/24 12:15AM

The positive impact that I see and the happy student faces as result of SaP initiatives has been very encouraging. On top of that making sure that the new international students that come into the university have more areas to share their voices than I need in the past has been a personal motivation for me to keep going :)

Anonymous 9/10/24 12:15AM

The benefit I see it has for students. From my own personal experience, and from the feedback we receive. Students enjoy learning more when they can relate to what/how they are learning.

Cassandra Iannucci (Deakin) 9/10/24 12:16AM

What inspires me to keep going on my SSP journey are the big and small glimmers of connection that emerge through genuine partnerships. It's the moments when relationships deepen, when a student feels seen and heard, or when a sense of belonging starts to take root. These experiences, whether big or small, nurture a culture of trust and safety, where both students and staff can grow together. It's the everyday acts of resilience, creativity, and commitment from my colleagues and student partners that remind me why this work is so important and keep me dedicated to fostering these connections.

Anonymous 9/10/24 12:16AM

When I have questions in this work, I turn to the literature about both partnership and the work we're undertaking to explore ways of moving forward with it

Anonymous 9/10/24 12:17AM

Seeing the impact and connection that students gain from the work, both personally and institutionally. Continuing to deliver this impact for them is incredibly motivating.

Anonymous 9/10/24 12:17AM

The students have been my biggest inspiration and also a supportive manager who gives me the autonomy I need to professionally grow in this space.

Anonymous 9/10/24 12:18AM

Reading and providing feedback on the draft version of Alison's 'How To' book helped us realise our programme was on the right track. The continued interest from students and staff, and the growth we see in the individuals who participate, inspires us to carry on.

deborahhowarth 9/10/24 12:19AM

As a primary and secondary teacher I was encouraged in my early days of teaching to adopt a 'negotiating the curriculum', approach. This was core to our work - providing students with the opportunity to have voice in their learning. I was delighted to hear Alison refer to co-creating in her address. When I first started lecturing at tertiary level I was given an entire course unit to totally revamp from scratch. Working with students was something I deployed during that process. In my time at another institution, most recently, we were fortunate

carte blanche, to some extent, in approaching students to review and co-create in some circumstances the academic literacy learning development modules we were developing - exceptionally worthwhile experience.

Anonymous 9/10/24 12:19AM

Leadership who see the value in taking the time to partner with students. They give me the space to engage in partnership.

dominika bedzinska 9/10/24 12:19AM

Reflecting on encouragement throughout my Student-Staff Partnership journey, it's the support from colleagues, mentors, and even the students themselves that fuels the motivation to keep going. For me, seeing the tangible impact of collaborative efforts, whether through improved learning experiences or hearing positive feedback from peers and staff, serves as a constant reminder of why this work is meaningful. Having someone, like my mentor Shivani and supportive team members Isya and Rayanne, who recognise my contributions and provide guidance makes all the difference in staying motivated, especially during challenging times.

Anonymous 9/10/24 12:19AM

Students who are engaged and thriving is what keeps it alive for me.

rlatimer7 9/10/24 12:19AM

Professor Eddy Blass who led a pilot at TUA called Assessment for Differentiation. It was a self-determined assessment project. Very challenging for both staff and students as really turned the tables providing the learning outcomes and students designed their own assessments.

Anonymous 9/10/24 12:21AM

Sarah Bunnell (Elon University) and the students and faculty who participated at Amherst College. The impact of the program for them was incredible.

Anonymous 9/10/24 12:21AM

Realising that it was about the process of collaboration as much as any product and finding small interactions enjoyable and motivating.

Anonymous 9/10/24 12:31AM

It's primarily the students for me - hearing how much they get to take away from these experiences is motivation enough to keep going and growing.

⇒ **TAI PESETA** 9/9/24 1:15PM

📌 **3. An inspiring SSP experience you want to share.**

♥ 4 🗨 17

Anonymous 9/10/24 12:12AM

I am a student partner in Learning Futures at Western Sydney University. My primary role is to create content and run (student-to-student) workshops to increase the digital literacy of WSU students. I have worked in this role for a year now, and I am in love with it! My degree is Design & Technology however I have always longed to teach. This role has been the perfect blend of both. I am now working to attain a full-time job at WSU in a similar role!

Anonymous 9/10/24 12:15AM

Adopting a Students as Partners (SaP) approach, moving beyond conventional approaches and adopting mobile learning frameworks that offer flexible, accessible, and student-centered experiences, we reduced academic misconduct cases in our school from 37.15% of the overall university cases in 2018 to 0.85% in 2023.

Anonymous 9/10/24 12:15AM

When a student partner takes an idea and runs with it. One of the students I'm currently working with has created an AI agent for our project, which helps students practice responses to microaggressions in a way that's less intimidating than in person roleplays.

Anonymous 9/10/24 12:16AM

We have a student-led roster system that has flipped the drop-in support model into a very effective process.

Anonymous 9/10/24 12:17AM

Meeting student and instructor partners has allowed me to build an extremely rich professional network.

rlatimer7 9/10/24 12:17AM

Working with students in the WIL space on projects about their learning such as Academic Integrity campaigns, student onboarding experience/journey maps, and recently GAI campaigns as peer-to-peer campaigns has been inspiring – designed by students for students

Anonymous 9/10/24 12:18AM

One of our original programme participants (a student) used her partnership experience as a scenario in her interview for a Rhodes Scholarship and was successful in getting the scholarship. She's completed her Masters and is now working on her PhD at Oxford :-)

Anonymous 9/10/24 12:18AM

Student Partners using the skills acquired from their courses to support their peers in meaningful ways- eg: using graphic design skills to create flyers that show support pathways.

Anonymous 9/10/24 12:19AM

I get inspired watching and hearing about our SaPs helping other students to learn and their feedback helps to improve the teaching and assessment activities. They make a huge positive difference to student success.

Anonymous 9/10/24 12:19AM

We ran a 4 day workshop with students as partners along with the key staff members. That workshop resulted in actionable solutions both short-term and long-terms that are being implemented in the university right now.

Cassandra Iannucci (Deakin) 9/10/24 12:19AM

It's hard to pick just one inspiring experience, but a moment that stands out to me is when a student shared that, through their experience in a student-staff partnership, they came to realize they were worthy of being treated with respect—something they had never felt before. That realization was incredibly powerful and reaffirmed for me the importance of this work.

Anonymous 9/10/24 12:19AM

My first experience with the Student-run classes I will be talking about on Thursday together with my students. It was in 2020 during Covid's lockdown, all online. The engagement I observed in class was so unbelievable, that I thought that students simply colluded to support each other. But since then I saw it repeating again - and again - and again - with NO EXCEPTION!! I see genuine support, engagement - and heaps of joy for them and for me

dominika bedzinska 9/10/24 12:22AM

One inspiring Student-Staff Partnership experience that comes to mind is witnessing the transformation of a project when both students and staff are fully engaged and invested. In one particular instance, we were co-designing a module (COMM0001) aimed at improving academic literacy for first-year students. What was initially a standard, top-down plan evolved into something much more impactful through open dialogue and shared decision-making between student partners and faculty.

dominika bedzinska 9/10/24 12:24AM


Us student partners brought fresh perspectives and practical insights, suggesting interactive elements and real-world examples that we knew. Library staff, on the other hand, contributed their pedagogical expertise to structure the module effectively. The end result will hopefully be a dynamic, engaging module that receives overwhelmingly positive feedback from students.

dominika bedzinska 9/10/24 12:24AM

This experience has reaffirmed how valuable partnership can be when both sides are truly seen as equal contributors. It also

reminded me that when students are given the chance to shape our learning experiences, the outcomes are transformative for everyone involved.

deborahhowarth 9/10/24 12:33AM

 Ian (QUT) 15m

We have a student-led roster system that has flipped the drop-in support model into a very effective process.

@Ian I would love to know more about this

Anonymous 9/10/24 12:34AM

Witnessing our Student Co-Designers leading peer-to-peer conversations on behalf of the projects and initiatives that have been engaging in our Student Partnerships Program.





Session 2: Actions – Sharing practices

The current practices, research, and activities implemented to bring the partnership to life in our diverse higher education institutions.

Student partners will run this session as they present their case studies sharing best practice, paradoxes presenting challenges, complexities or nuances around partnerships, or research abstracts sharing scholarship

Offering 1: Thursday 12 September 5:00am (AEST)

Offering 2: Thursday 12 September 3:00pm (AEST)

Note that the sessions will NOT be recorded.

About the sessions

51 presentations of will be made across the two sessions, scheduled to accommodate time zones.

Each session will consist of 3 streams of presentations across 8 breakout rooms, hosted by a member of the University of Queensland Students as Partners team:

- Marissa Chow
- Tanya Henry
- Jem Hunt
- Professor Kelly Matthews
- Zahra Zulkifli.

Countries represented include Australia, China, East Africa, Germany, Indonesia, Pakistan, South Africa, South-Central Asia, The Netherlands, The United States of America, and the United Kingdom.

Authors are encouraged to develop their presentations into a research article, case study, reflective essay, or opinion piece for submission to the International Journal for Students as Partners. For guidelines for the different genres, please see <https://mulpress.mcmaster.ca/ijsap/about/submissions>.

Session details

Please take time to peruse the **roster of sessions (and accompanying abstracts)**

Click here for Offering 1 or **here for Session 2** and **read abstracts here**.

Join as many you can to share the extensive knowledge held within this network that helps us to broaden our understanding of what makes great student- staff partnerships.



2024 Global Students as Partners Roundtable

Session 2 | Offering 1 | Thursday 12 September | 5:00 - 7:00am (AEST)

Zoom Breakout Room	1	2	3	4	5	6	7	8
	Case Study <input type="checkbox"/> Paradox <input type="checkbox"/> Research <input type="checkbox"/>							
5:00am Introductions (10 minutes) - SaP Network Facilitator. Breakout rooms open at 5:10am.								
5:10am Stream 1 Presentations (25mins) Question time (5mins)	Socially Just Student-Staff Partnerships: Toward a Collective Theory of Multi-Institutional Organisation Change in the Global South Mosienyane, Tefo; Gachago, Daniela; Cupido, Xena; Johnson, Deidre; Leni, Lukhona; Ngculu, Zwelli; Ngoasheng, Asanda; Pather, Subethra; Petersen, Ashleigh; Reddy, Esai, University of Cape Town; Cape Peninsula University of Technology; University of the Western Cape, South Africa read	We Can Tell You How to Support Us! Student Perspectives on Academic Support Bamford, Jan; Morrison, Denise, London Metropolitan University, United Kingdom read	Developing Technology - Enhanced Medical Education Hassoulas, Athanasios, Cardiff University, United Kingdom read	Students-as-Partners in Course Design, Teaching, and Assessment in Higher Education Ansari, Aisha Naz, Aga Khan University, Institute for Educational Development, Pakistan read	Student-Driven Projects to Promote Equitable and Justice-Orientated Teaching and Learning Jardine, Hannah; Mathews, Reba, American University, United States of America read	Identifying and Embedding Co-Creation Opportunities in a Level 3 Mathematical Analysis Module: Student and Staff Perspectives on Partnership Potential Adam, Grace; Lynn, Orla; MacDonald, Ellie; Ritchie, Brian; Dombi, Elizabeth, University of Strathclyde, Department of Mathematics and Statistics, Glasgow, United Kingdom read	Building Together: Harnessing Partnerships to Create an Enhanced Professional Development and Coaching Curriculum Gray, Amanda; Empson, Brianna; Scott, Sheridan; Barth, Bradley; Rissler, Heather University of Kansas, United States of America read	Supporting and Assessing Year 1 of a Students-as-Partners Program: Challenges and Successes Cooks, Teha; Wojton, Jennifer; Branham, Cassandra; Parodi, Tracy; Rockwell, Marina, Embry Riddle Aeronautical University-Daytona Beach, Florida, United States of America read
5:40am Breakout rooms close and participants return to main room for 5-minute break. Breakout rooms open at 5:45am								
5:45am Stream 2 Presentations (25mins) Question time (5mins)	Are We Really Working with Students as Partners when Developing Feedback Literacies with Our Undergraduate Students and Staff? A Literature Review Faulkner, Suzanne; Dombi, Elizabeth; Jones, Lynne; Lauren, McMichan; Melville, Gillian, University of Strathclyde, Scotland, United Kingdom read	What Sprouts and Grows when the SaPs Seed is Planted in a Master of Arts in Art and Design? Gregory, Diana; Dennis, Keisha; Trickett, Gina, Kennesaw State University School of Art and Design, United States of America read	Accessibility Allies – Improving the Student Experience Together Searle, Luke; Deepprose, Matthew; Fielding, Sarah; Smith, Tamsyn, University of Southampton, United Kingdom (moved to Offering 2)	University is Made of This: Students as Partners in and Across the Curriculum Abegglen, Sandra; Burns, Tom; Sinfield, Sandra, University of Calgary, Canada ; London Metropolitan University, United Kingdom read	Student Faculty Partners Program Pilot at a Large Private Research University Lee, Daeyeoul; Henkle, Scott; Nagarajan, Anandi; Lontchi, Marilyn, New York University, United States of America read	Incorporating the Student Voice into Teaching Chemistry: Lessons From a Multi-Year Program of SaP Activities Krenske, Elizabeth, The University of Queensland, Australia read	Raising Student Voices and Building a Culture of Partnership-Working Millmore, Amanda, University of Reading, United Kingdom read	Nursing COMPASS (Collaborative Mentoring with Peer-Assisted Support for Success): A Peer Learning Program Underpinned by Students as Partner Approaches Ramsbotham, Joanne; Donovan, Helen; Johnson, Rob; Theobald, Karen. Queensland University of Technology, Australia read
6:15am Breakout rooms close and participants return to main room for 5-minute break. Breakout rooms open at 6:20am								
6:20am Stream 3 Presentations (25mins) Question time (5mins)	Reconceptualizing Veteran Student Success: Using a Students as Partners Framework Matthews, Alecia, University of North Carolina, United States of America read	Can Student Partnership Working Ever Be More Than a Minority Sport? Parkes, Sarah; Mathias, Leoarna; Gilbert, Gill, Birmingham Newman University and Fellows, Ian, Canterbury Christ Church University, United Kingdom read	Transforming Conversations in Education: Co-creating Methods to Enhance Dialogue on Partnership Thölke, Jürg; Rebac, Senka; Doria, Danielle; Jahangier, Rohit; Mesman, Martijn; Speelman, Ilse; Koekkoek, Yerin; Crivineanu, Antonia; Colin, Inholland University of Applied Sciences, The Netherlands read	Student Experience Leaders: Amplifying the Student Voice Briggs, Steve; Kaya, Sibel; Brunton, Julie; Reynolds, John; Robins, Karen; Jablonska, Malgorzata; Anyia, Benjamin; Akumefula Emmanuel; Abbas, Mariam, University of Bedfordshire, England, United Kingdom read	Framing International Student Project Work on Local Solutions within the UN Sustainability Development Goals Pritchard, Diana; Morris, Vicky; Balanoui; Petruta, Irina; Billah, Mamur, University of Bedfordshire, United Kingdom read	Students as Trusted Stakeholders: Lessons from the U.S. Air Force Academy Matu, Florina, U.S. Air Force Academy, United States of America read	The Impact of Current Student Loans Regime on Muslim Student Engagement and Retention in Higher Education Hall, Richard; Maryam, Yusraa; Loonat, Sumeya, De Montfort University, United Kingdom read	
6:50am Breakout rooms close. Conclusion (10 minutes) - SaP Network Facilitator								



2024 Global Students as Partners Roundtable

Session 2 | Offering 2 | Thursday 12 September | 3:00 - 5:00pm (AEST)

Zoom Breakout Room	1	2	3	4	5	6	7	8
	Case Study <input type="checkbox"/> Paradox <input checked="" type="checkbox"/> Research <input type="checkbox"/>							
3:00pm Introductions (10 minutes) - SaP Network Facilitator. Breakout rooms open at 3:10pm.								
3:10pm Stream 1 Presentations (25mins) Question time (5mins)	Students as Partners in Teaching Research and Research-Based Learning: An Evaluative Mixed-Methods Approach to Students' Perceptions and Reflections Lohse, Markus; Naumann, Katrin; Panteleev, Irina. Mittweida, University of Applied Sciences, Germany read	Applying the Double-Decker Approach to Create Collaborative Opportunities with Students Kuleshova, Anastasiia; Wihongi, Creole. Student Voice Australasia, Australia read	Students as Partners: Developing a Case-Based Learning Scenario for Medical Education at The University of Queensland Hulls, Bella; Curry, Renee; Pahl, Lucas; Smith, Michael; Li, Joan; Gilchrist, Hannah. The University of Queensland, Australia read	Steering the Ship Together: Navigating Co-Creation with Students Sufyan, Agus. UIN Syarif Hidayatullah Jakarta, Indonesia read	Addressing Academic Integrity Through a Students-as-Partners Initiative Weber, Anthony; Vanderburg, Robert. Central Queensland University, Australia read	From Learners to Pedagogical Partners: A Transformative Journey Lau, Peter; Wong, Winton. The University of Hong Kong, Hong Kong SAR, People's Republic of China read	Beyond Participation: A Transformative Approach to Student-Led Assessment for Educational Outcomes Notta, Faisal Ferozali; Naz, Farah; Ghani, Aishah Siddique. Aga Khan University, South-Central Asia, East Africa & United Kingdom read	Gen-AI in Finance: Student Partners Co-Create Future Learning Experiences Sun, Jennifer; Gu, Annie; Cui, Charles; Ko, Matthew; Pathak, Soham; Lee, Doowon; Beteto, Danilo; Huang, He; Wu, Vycke; Mai, Duc. The University of Sydney, Australia read
3:40pm Breakout rooms close and participants return to main room for 5-minute break. Breakout rooms open at 3:45pm.								
3:45pm Stream 2 Presentations (25mins) Question time (5mins)	Dreaming up our Future: Co-Designing Decolonial Student-Centred Leadership Programmes Tshiamala, Abicha; Abiodun, Shalom; Reddy, Esai; Roberts, Jo-Dean; January, Charmaine; Gachago, Daniela; Immenga, Christine. University of Cape Town, South Africa read	Voice and Vision: Multilayered Representation in UniSQ's Shift from Student Representation to Co-Creation Knezevic, Diane; Sorley, Nina. University of Southern Queensland, Australia read	'It's Important to be Proud of Your Identity and Advocate for Yourself': A Student-Educator Partnership to Co-Create Inclusive Learning Activities Amani Bell, Bianca Aiello, Amabile Borges Dario, Elizabeth Bourne, Maree Doble, Sanetta Du Toit, Helia Nateghi Baygi, Monica Phong, Fereshteh Pourkazemi, Jacqueline Raymond, Warren Reed, Annelise Ryan, Heidi Xing, Jessica Yi. The University of Sydney, Australia read	Empowering the LLB Graduate Ailwood, Sarah; Anthony, Dorothea; Kinchin, Niamh; Poole, Kaitlyn; Tubridy, Kate. University of Wollongong, Australia read Accessibility Allies – Improving the Student Experience Together Searle, Luke; Deeprouse, Matthew; Fielding, Sarah; Smith, Tamsyn. University of Southampton, United Kingdom read	UNSW Student Partner Program Turnbull, Kristin; Joukhadar, George; Li, Melody; Ling, Gee Chong; Vojvoda, Kristina. University of New South Wales, Sydney, Australia read	Learning by Teaching: Student-Run Classes as Epitome of Whole of Class Students as Partners Approach Ishkova, Maria; Fernando, Michael; Nguyen, Hannah; Park, Daniel; Bobkowski, Abby; Moshabbir, Aroona. The University of Sydney, Australia read	From Classroom to Café: Enhancing Education Through (In)Formal Student-Staff Partnership Iannucci, Cassandra; Geddes, Sam; Hanna, Lisa. Deakin University, Australia read	Co-creation of a GenAI Prompts Library by Programming and Data Science Students Bakharia, Aneasha; Fleming Melanie; Worthy Peter; Singh Priyanka; Dinh Cong Minh; Dwyer Jack; Sampson Vaughan; Huan Yufan. The University of Queensland, Australia read
4:20pm Breakout rooms close and participants return to main room for 5-minute break. Breakout rooms open at 4:20pm.								
4:20pm Stream 3 Presentations (25mins) Question time (5mins)		Student Insight into Partnership in Practice at UQ Walmsley, Jo; Raman, Shreyas; Lee, Ylaine; Rasi, Rachel. The University of Queensland, Australia read	Clinical Reasoning Development: Enhancing Independent and Group Rational Decision Making Galvin, Kelly. Swinburne University of Technology, Australia read	Advancing Global Citizenship and Leadership Via ePortfolio Assessments within Agricultural Sciences Education Nguyen, Tin; Schmidt, Susanne; Robinson, Nicole. The University of Queensland, Australia read	Co-creating "5 Moments That Matter" Through Student-Staff Partnership: Revisiting the Challenge of Engaged Teaching Western Sydney University Student Partner team. Western Sydney University, Australia read	Enhancing Student Experience Through Collaboration: The Early Feedback Task Survey Fisher, Genalor; Sullivan, Maeve; Tian, Ivy; Walker, Karen. University of Sydney, Australia read	Partnership in Action: The Students as Change Agents Program Moeinisam, Sophie; Page, Jules. Murdoch University, Australia read	The "First In Family" Pilot Podcast Project Setter, Jane; Dewar, Lily. University of Reading, United Kingdom . read
4:50pm Breakout rooms close. Conclusion (10 minutes) - SaP Network Facilitator								

Socially Just Student-Staff Partnerships: Toward a Collective Theory of Multi-Institutional Organisational Change in the Global South

Mosienyane, Tefo; Gachago, Daniela; Cupido, Xena; Johnson, Deidre; Leni, Lukhona; Ngculu, Zweli; Ngoasheng, Asanda; Pather, Subethra; Petersen, Ashleigh; Reddy, Esai.

University of Cape Town, Cape Peninsula University of Technology,

University of the Western Cape, South Africa

Contact: Daniela Gachago daniela.gachago@uct.ac.za

The 2015-2017 student protest movement in South Africa marked the call for transforming academic approaches through increased co-creation of the curriculum and beyond (Morreira et al, 2022). Drawing on the recent Students as Partners (SaP) literature on engagement with equity and social justice (De Bie, 2022), this presentation reflects on an ongoing, three-year multi-institutional project promoting student-staff partnerships for social justice. The project includes three differently positioned higher education institutions in South Africa, each of which has identified staff-student teams to participate in the redesign interventions in the context of formal or informal teaching and learning, research, admin, student support, or other extracurricular activities, such as student leadership activities.

This presentation reflects on the facilitation team's co-created theory of change (Chen, 1990; Coryn, Noakes, Westine, & Schröter, 2011). A theory of change describes how and why a desired change is expected to happen in a particular context. Data was collected throughout a series of workshops with the team facilitating this project, consisting of six students and four staff from the three institutions, to develop our theory of change, framed by emergent design strategies (brown, 2017, 2021) that emphasise contextualisation based on the principles and values that advance a sense of connection, recognise culture, equity, justice and care towards decolonising pedagogies (Morreira et al, 2022) and the importance of socio-emotional learning (Davis-Rozental, 2018).

What emerged from our work is the importance of inclusive processes recognising culture, context and agency of the team members and how this informs power dynamics. We also recognised the importance of contributing to global literature on the findings of our manifestations of equity-oriented or socially just SaP practices. This included a focus on the emotional labour involved in such partnerships, the importance of relationality following African philosophies, such as Ubuntu (Ngubane & Makua, 2021), but also an understanding that equity and social justice may look differently across different contexts.

Applying our theory of change across three different institutions, each with its own unique challenges, opportunities and distinctive contexts allows us a structured yet flexible pathway to developing and sustaining partnerships in a context-sensitive way, fostering capacity-building, collaboration and ecosystem development within these partnerships.

References

- brown, a. m. (2017). *Emergent Strategy: Shaping Change, Changing Worlds*. Edinburgh: AK Press.
- brown, a.m. (2021). *Holding change: The way of emergent strategy facilitation and mediation*. Chico: AK Press.
- Chen, H. T. (1990). *Theory-driven evaluations*. Thousand Oaks, CA: Sage.
- Coryn, C. L. S., Noakes, L. A., Westine, C. D., & Schröter, D. C. (2011). A systematic review of theory-driven evaluation practice from 1990 to 2009. *American Journal of Evaluation*, 32(2), 199–226. <https://doi.org/10.1177/1098214010389321>.
- Davis-Rozental, C. (2018). *Developing Socio-Emotional Intelligence in Higher Education Scholars*. Cham: Palmgrave McMillan.
- de Bie, A. (2022). Respectfully distrusting 'Students as Partners' practice in higher education: applying a Mad politics of partnership. *Teaching in Higher Education*, 27(6), 717–737. <https://doi.org/10.1080/13562517.2020.1736023>
- Morreira, S., Lockett, K., Kumalo, S.H. and Ramgotra, M., (2020). Confronting the complexities of decolonising curricula and pedagogy in higher education. *Third World Thematics: A TWQ Journal*, 5(1-2), pp. 1-18. Available: <https://doi.org/10.1080/23802014.2020.1798278>
- Ngubane, N., & Makua, M. (2021). Ubuntu pedagogy—transforming educational practices in South Africa through an African philosophy: from theory to practice. *Inkanyiso: Journal of Humanities and Social Sciences*, 13(1), 1-12. <https://www.ajol.info/index.php/ijhss/article/view/212332>

We Can Tell You How to Support Us! Student Perspectives on Academic Support

Bamford, Jan; Morrison, Denise

London Metropolitan University, United Kingdom

Contact: Jan Bamford j.bamford@londonmet.ac.uk

This paradox is written as a provocation intended to promote discussion about approaches to academic support provided in tertiary education, particularly in the UK. It is an area that suffers from an absence of the student voice, yet metrics measure its success for institutions in the UK. Through collaboration with academic staff and students who have roles seen as instrumental in promoting the student voice, such as student representatives of programmes of study, more understanding of key learning points is gained.

The paradox arises from data collected on students' perspectives of academic support and their insights. Data gathered from a research project with student co-researchers outlined key themes to consider, including the need for a coherent approach that is embedded and connected to the course experience in a relational way, as well as students' perceptions of how academic support can enhance an individual's innate capacity to build agency and enable their learning.

The paradox is that support should be guided by those receiving the support. Key questions are:

- What does academic support mean for students?
- In what ways can the student voice offer insights into learning development practice?
- How can we scaffold student learning experiences better through embedding the student voice?
- Does the inclusion of the student voice enhance understanding of the students' individual needs and challenges, improving their success?

The paradox examines the need to recognise students' existing experience and skills which can be channelled, refined and directed, and redirected by the academic tutor. It is argued that a holistic and strategic approach to academic support should draw from and be devised in collaboration with students. A partnership approach to academic support should form part of an institutional approach to pedagogy and the general student experience, to enable students to progress through their studies.

Developing Technology - Enhanced Medical Education

Hassoulas, Athanasios

Cardiff University, United Kingdom

Contact: HassoulasA2@cardiff.ac.uk

The use of new technologies that enable greater interactivity with learning content has proven profoundly popular with students (e.g., Masters et al., 2024). As such, technology-enhanced learning (TEL) should aim to integrate new technologies into curricula by carefully considering where learning and the student experience could be enhanced. Embedding the student voice in such initiatives is key to the success of any TEL trial. At Cardiff University's School of Medicine, the HIVE (Hybrid and Interactive Learning Environments) Teaching Innovation Unit has teamed up with the student-led group OSCEazy in trialling technology-enhanced case-based learning in year 2 of the undergraduate medical programme. The OSCEs (Objective and Structured Clinical Examinations) are clinical assessments that medical students sit in years 2 and 4. OSCEazy was created as a student-led initiative to help prepare students for these assessments, which HIVE has contributed to by supporting OSCEazy's near-peer teaching techniques, pedagogy underpinning their practice, and facilitating efforts to capture large audiences of Cardiff medical students. OSCEazy now has a global following of 50,000+ medical students. The aim of our study was to investigate the impact of TEL on the student learning experience, academic performance, and clinical confidence. Our technology-enhanced case-based learning pilot involved integrating the use of physical and virtual immersive learning spaces into existing group sessions for 10 medical students selected at random. This included use of our in-person immersive learning suite, VR headsets, online interactive e-learning resources, and GenAI-based simulated virtual patients. The senior student group OSCEazy, which is dedicated to near-peer teaching initiatives, helped design components of the small group teaching sessions and led on two sessions in particular that took place in the immersive learning suite. Our findings demonstrate that this student-faculty partnership resulted in a successful trial of TEL that significantly enhanced the pre-clinical student experience, academic performance, and confidence.

Students-as-Partner in Course Design, Teaching, and Assessment in Higher Education

Ansari, Aisha Naz

Aga Khan University, Institute for Educational Development, Pakistan

Contact: Aisha Naz Ansari aisha.naz22@alumni.aku.edu

My journey into Students as Partners (SaP) work began during my Master of Philosophy (MPhil) in Education, where I participated in an international course on policy analysis with a faculty member. This course led us to a collaborative partnership as an extracurricular learning experience, aiming to professionally develop a student in terms of the scholarship of teaching, learning, and research. This partnership evolved into conceptualizing research studies and co-teaching courses. The student-faculty partnership functioned as two colleagues working together on various research and teaching-learning tasks.

To elaborate on the processes of partnership in two areas: research and teaching-learning. The first is research partnership, the process usually begins with brainstorming to develop a worthy research question, either from my side (as a student) or the faculty's side. We ideate the process of conducting the study. I am assigned to work on the study from data collection to analysis and drafting of the report. Throughout the research process, the autonomy given to me as a student is invaluable, providing experiential learning opportunities. The second is a teaching-learning partnership, which typically starts with the faculty member's orientation about the course handbook, which includes the course aim, content, instructional methods, and assessment. Courses are then updated to remain relevant to current times. The task of redesigning the course is assigned to me as a student, in consultation with the lead faculty. This process enabled me to implement various successful amendments to the courses.

These experiential learning experiences boosted my confidence in planning and conducting research as well as teaching. To sum it up, the entire experience of working as a student partner with senior faculty prepared me for a similar professional role, instilling confidence to perform well in the future.

Student-Driven Projects to Promote Equitable and Justice-Oriented Teaching and Learning

Jardine, Hannah; Mathews, Reba

American University, United States of America

Contact: Hannah Jardine hjardine@american.edu

American University's (AU) Center for Teaching, Research & Learning (CTRL) Student Partners are undergraduate students hired on an hourly part-time basis to work with CTRL staff to bring their voice to conversations about teaching and learning. Each Student Partner plans and implements unique contributions (a.k.a. "projects") based on personal interests and experiences. The program prioritizes diverse perspectives, recruiting students from all backgrounds and academic areas. The values and principles guiding the partnership process are respect, agency, collaboration, vulnerability, and collective accountability (Cates, et. al. 2018; Cook-Sather, Bovill & Felten, 2014; Parker-Hill & Mathews, 2023). It is a unique type of Students as Partners (SaP) program where students partner directly with CTL staff, and through CTL support they also form partnerships with other relevant campus units. Hannah, a Teaching and Learning Specialist for CTRL, and Reba, an undergraduate student at AU, worked in partnership, along with other students, to establish the program in the spring 2023 semester.

Over the last academic year, 8 different student partners created 11 multimedia resources, including a template syllabus for inclusivity within Science, Technology, Engineering, and Math (STEM), a digital "zine" (small booklet) on accessibility, a podcast on the first-gen, low-income, and/or rural student experience, and a guide to supporting students during Ramadan. They presented their insights as a panel at an on-campus conference and in a virtual workshop. One attendee shared "The students were knowledgeable and committed. It is excellent that they take pedagogical knowledge to audiences across the university with new voices to reach new people." The students also spoke during other CTRL events and their ideas were featured in many of CTRL's workshops. Student partners note the experience has been transformative, leading to stronger persistence, retention, and graduation outcomes for them and their peers. They also describe how the program provides unique opportunities (e.g., "creating something is an opportunity that most students never get"; "through my project I was able to make a deeper connection with my professor") and enhances their experience (e.g., "I feel very validated with the work I'm doing"). We present our program as a unique model for a more open-ended approach to partnership, where students partner with CTL staff to drive the work and create broad change.

References

Cates, R. M., Madigan, M. R., & Reitenauer, V. (2018). 'Locations of possibility': Critical perspectives on partnership. *International Journal for Students as Partners*. 2 (1): 33-46.

<https://doi.org/10.15173/ijasp.v2i1.3341>

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

Parker-Hill, K., & Mathews, R. (2024). Enhancing the Educator-Student Dynamics at AU. *CTRL Faculty Resources, American University*. Retrieved from <https://edspace.american.edu/ctrl/insights-from-ctrl-student-partners/enhancing-educator-student-dynamics/>

Parker-Hill, K., & Mathews, R. (2023). *Enhancing the Educator-Student*

Identifying and Embedding Co-Creation Opportunities in a Level 3 Mathematical Analysis Module: Student and Staff Perspectives on Partnership Potential

Adam, Grace; Lynn, Orla; MacDonald Ellie, Ritchie, Brian; Dombi, Elizabeth

University of Strathclyde, Glasgow, United Kingdom

Contact: Elizabeth Dombi, e.dombi@strath.ac.uk

Traditionally, undergraduate mathematics modules follow a set routine: lecturers introduce new material during lectures, students tackle tutorial questions during tutorials mostly, on their own to improve their understanding, and they submit homework for feedback. Creating opportunities for deeper interaction is often limited because of time constraints. Revision lectures, whose role is often overlooked in the learning process, mostly involve the lecturer working through a previous exam paper, and the assessment is based on a final closed-book exam.

In a level 3 Mathematical Analysis module, the key aim was to identify and embed opportunities for co-creation with the entire class. This module is normally perceived to be very challenging and usually attracts only a handful of students who enjoy the proof-based aspect of the pre-requisite Analysis module. In 2023/24, the level 3 module was taken by 11 students. Given the relatively small class size, the lecturer aimed to reshape student interaction, guided by Bovill's definition of partnership as "a collaborative and reciprocal process where all participants can equally contribute" to learning (Bovill et al., (2016)).

In this presentation, we will reflect on practices implemented in the ethos of partnership, to enhance confidence and highlight the value of increased interaction in developing a supportive and collaborative environment. Through co-creating tutorial solutions via group work and collaboratively designing a revision resource, we aimed to foster a sense of partnership reducing feelings of anxiety around exams. We will also reflect on the importance of the physical space nurturing collaboration and partnership. Additionally, we will aim to identify the levels of possible partnership - consultation, involvement, participation, and partnership - as defined in Healey's Student engagement model (2016).

The introduced practices have the potential to be adapted in other contexts. We are eager to engage the audience in a discussion about their limitations and adaptability in larger classes.

References

Bovill, C., Cook-Sather, A., Felten, P., Millar, L., & Moore-Cherry, N. (2016). 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), 195-208.

Healey, M., Flint, A. & Harrington, K. (2014). Engagement through partnership: students as partners in learning and teaching in higher education., Advance HE publication.

Building Together: Harnessing Partnership to Create an Enhanced Professional Development and Coaching Curriculum

Gray, Amanda; Empson, Brianna; Scott, Sheridan; Barth, Bradley; Rissler, Heather.
University of Kansas, United States of America

Contact: Heather Rissler hrissler@kumc.edu

Partnerships amongst students, faculty, and staff have been leveraged to create a strengths-based coaching program at the University of Kansas Medical School (KUMC), in partnership with the Kern National Network (KNN), to promote human flourishing. Collaboration and partnership have been the cornerstones at KUMC in the pursuit of a re-imagined coaching and professional development curriculum, which was initiated by Dr Bradley Barth. Under the leadership of Faculty Affairs staff (Dr Heather Rissler) and Student Affairs staff (Amanda Gray) and in partnership with the KNN, a group of students, faculty, and staff across the tri-campus institution come together monthly to participate in Build-a-Thons, project-based extra-curricular activities. By co-constructing professional development modules, we have engaged all constituencies to promote human flourishing through development of character, care, and practical wisdom. These 1.5-hour workshops utilize Backwards Design principles, innovative technologies, and consensus building to create professional development modules. Products from each Build-a-Thon were used to re-envision professional development modules to align with tenants of the KNN framework, including character, care, and practical wisdom, while leveraging learners' inherent strengths to promote human flourishing.

We held a total of six Build-a-Thons, which were designed and implemented by Dr Rissler and Ms Gray, with students, faculty, and staff invited to participate in each session. Participants were provided with tasks before each session that included reflective prompts. Students who were not able to participate synchronously were also encouraged to submit written feedback using the prompts provided. Outcomes of our partnership work included the following: 1) revision of professional development modules for medical students to incorporate the KNN framework and promote flourishing; 2) creation of coaching initiatives that promote team-oriented collaboration between faculty and students; and 3) workshops between students and faculty to improve the professional development and coaching curriculum in efforts to increase applicability and student engagement. Students contributed to this partnership by participating in the Build-a-Thons, facilitating conversations with peers about the KNN framework, serving as student leaders on the Student Chapter of KNN with KUMC, networking with students at other medical schools, and assisting with faculty development workshops to train faculty on the new coaching model.

Our remodelled coaching program aims to leverage learners' inherent strengths to support professional development and promote human flourishing, which aligns well with the practice of working with Students as Partners (SaP). Build-a-Thon outcomes, along with feedback from participants, suggest that this model is effective and well received. This illustrates the benefit of students working with faculty and staff and supports recent literature that shows the promise of such partnerships in medical education. We describe best practices and present lessons learned for those who may want to implement similar partnerships for the co-construction of curricula.

Supporting and Assessing Year 1 of a Students-as-Partners Program: Challenges and Successes

Cooks, Teha; Wojton, Jennifer; Branham, Cassandra; Parodi, Tracy; Rockwell, Marina

Embry-Riddle Aeronautical University-Daytona Beach, Florida, United States of America

Contact: Teha Cooks cookst1@erau.edu

Both support structures for and assessment of pedagogical partnership work need to be carefully considered when developing Students as Partners (SaP) programs (Cook-Sather et al., 2019). We discovered this during our first-year SaP initiative, which included 8 faculty and 9 student partners at the Embry-Riddle Aeronautical University-Daytona Beach campus. Our roundtable presentation will include a brief explanation of how we applied and adapted a student-faculty partnership approach defined as a “reciprocal process through which all participants have the opportunity to contribute equally, although not necessarily in the same ways, to curricular or pedagogical conceptualization, decision-making, implementation, investigation, or analysis” (Cook-Sather et al., 2014, p. 6-7).

Mercer-Mapstone et al. (2017) note a tendency to report mostly positive outcomes of partnership work while ignoring some of the challenges associated with pedagogical partnerships. We will share some of our challenges and lessons learned in the first year of our SaP program, highlighting the structures for supporting and sustaining partnerships from the initial stages of onboarding faculty and student partners to identifying sources for funding the program. We will also discuss our assessment of year one and how we are aligning some of the changes for year two with the current literature on students as partners, including the creation of two different communities of practice, one for the faculty and one for the student partners (Khouri et al, 2017).

The ERAU-DB campus SaPs initiative aims to enhance student success and ensure continuous improvement of instruction by fostering collaboration between faculty members and students. In practice, student partners are active collaborators with faculty members in the creation, revision, and/or delivery of course content. The partnership engages students and faculty in the critical task of communicating about the intended purpose for instructional choices and the task of assessing the extent to which the goals are met. Faculty and student partners choose an aspect to focus on together such as increasing students’ engagement, codesigning course content, or revising the canvas site. The goal is to provide a pathway to increase faculty members’ trust in student feedback. Faculty perspectives on outcomes achieved for year 1 indicate an increased understanding in how students learn, and an improvement in the student partner’s communication skills.

References:

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

Cook-Sather, Alison, Melanie Bahti, and Anita Ntem. 2019. *Pedagogical Partnerships: A How-To Guide for Faculty, Students, and Academic Developers in Higher Education*. Elon, NC: Elon University Center for Engaged Learning. <https://doi.org/10.36284/celelon.0a1>.

Khouri, Oberhollenzer, & Matthews (2017). Co-designing a Community of Practice for Students as Partners in Partnership. The University of Queensland.

Mercer-Mapstone, Drovakova, S. L., Matthews, K. E., Abbot, S., Cheng, B., Felten, P., ... Swaim, K. (2017). A systematic Literature Review of Students as Partners in Higher Education. *International Journal for Students as Partners*, 1(1), 1–23.

Are We Really Working *With* Students as Partners When Developing Feedback Literacies With Our Undergraduate Students and Staff? A Literature Review

Faulkner, Suzanne; Dombi, Elizabeth; Jones, Lynne; Lauren, McMichan; Melville, Gillian

University of Strathclyde, Scotland, United Kingdom

Contact: Suzanne Faulkner suzanne.faulkner@strath.ac.uk

An under-researched area in the field of Students as Partners (SaP) is the development of learning-oriented feedback practice *and* feedback literacy. Feedback is a crucial element of the learning process. However, students often highlight their dissatisfaction with feedback via the annual National Student Survey (NSS), leading to increased attention on feedback literacies and the desire to enhance feedback literacies of students *and* staff (Davies, 2023). Carless (2020) highlighted the importance of interplay between the feedback literacies of students and staff and indicated a supportive environment is essential.

A multi-disciplinary group of five academics (all novice SoTL scholars) undertook a freestanding narrative literature review to investigate the extent to which universities engage with SaP regarding feedback literacies. We evaluated the strengths and limitations of the literature reviewed against Tracey's (2010) "Big-Tent" criteria for excellent qualitative research: worthy topic, rich rigour, sincerity, credibility, resonance, significant contribution, ethics, and meaningful coherence.

Our literature review identified a paucity of empirical research at the intersection of SaP and learning-oriented feedback/feedback literacy practice. Power dynamics were also an issue, with students being perceived differently by peers and staff by their colleagues. Other barriers included existing institutional structures (staff) and equity of opportunity (students). Conversely, important reported benefits for student and staff partners include feelings of shared ownership and shared understandings regarding aim and purpose. We also found that successful SaP projects resulted in the development of courses that better met the needs of students, enhanced student engagement with feedback and improved student wellbeing. However, the extent to which educators in higher education *are* really working *with* Students as Partners on this process is unclear. Normalising this type of pedagogical partnership will help to address structural inequalities for both students and staff. As such, SaP in feedback literacy has a role to play in socially just higher education on both institutional and global scales.

References

Carless, D. (2020). Introduction: learner-focused feedback practices and feedback literacy in *On your Marks: Learner-focused Feedback Practices and Feedback Literacy*, p.145-151.

Davies, J. A. (2023). In search of learning-focused feedback practices: a linguistic analysis of higher education feedback policy. *Assessment and Evaluation in Higher Education*, (ahead-of-print), 1-15. <https://doi.org/10.1080/02602938.2023.2180617>

Tracy, S. J. (2010). Qualitative Quality: Eight "Big-Tent" Criteria for Excellent Qualitative Research. *Qualitative Inquiry*, 16(10), 837-851. <https://doi.org/10.1177/1077800410383121>

What Sprouts and Grows When the SaPs Seed is Planted in a Master of Arts in Art and Design?

Gregory, Diana; Dennis, Keisha; Trickett, Gina

Kennesaw State University School of Art and Design, United States of America

Contact: Diana Gregory dgregory@kennesaw.edu

The Students as Partners (SaP) (Healey, Flint, and Harrington, 2016) model was part of the core curriculum when Kennesaw State University initiated a Master of Arts in Art and Design (MAAD) in 2021 with three concentrations: art education, digital animation, and museum studies. The model supported our vision to engage students in collaborative inquiry to break free of disciplinary-specific constraints while demonstrating critical and creative thinking competencies with innovative techniques and technologies. SaP community building within the online 30-hour program established student voices as co-researchers and fostered shared responsibility for scholarly teaching and learning (Felten 2013). Art education students in ART 7050 cultivated SaP partnerships and projects resulting in various outcomes (publication in *Journal of Education Innovation, Partnership, and Change*, 2022; SoTL Commons, 2023; Georgia Council of Graduate Schools Conference, 2024). A continuous growth cycle emerged where new knowledge, new teaching and learning, and experimentation actively contributed to the degree, the ART 7050 course, and me as the instructor.

Germination of the SaP model is slower during the cohort's first semester. Although students are challenged to get to know each other in an asynchronous environment, build trust, and feel treated with respect and fairness, the growth happens when students test the power balance during the weekly open office hour and engage in a peer-to-peer critique process. Power dynamics are challenged as students develop independence, and actively engage as co-researchers in self-generated projects. In spring 2024 a paradox emerged in the capstone projects when two students incorporated the SaP model, one in a middle school classroom and the other in a community-based art setting. When a seed of an idea like the SaP model is generally planted, what motivates students to incorporate this new learning into their teaching? What role does reciprocity of partnership play in this situation (Mercer-Mapstone et.al, 2017)? What were the positive and/or negative outcomes of the partnership between staff and students in this situation? Is there a place for the SaP model beyond higher education? The SaP values and framework encouraged self-reflection and stimulated research into the learning and teaching the students experienced within the program to enhance the quality of student learning which promoted this proposal to publicly share.

References

- Felten, P. (2013). Principles of Good Practice in SoTL. *Teaching & Learning Inquiry: The ISSOTL Journal*, 1(1), 121–125. doi: <https://doi.org/10.2979/teachlearningqu.1.1.121>
- Healey, M., Flint, A., Harrington, K. (2016). Students as partners: Reflections on a conceptual model. *Teaching & Learning Inquiry*, 4(2). doi: <http://dx.doi.org/10.20343/teachlearningqu.4.2.3>
- Mercer-Mapstone, L., Dvorakova, L.S., Matthews, K.E., Abbot, S., Cheng, B., Felten, P., Knorr, K., Marquis, E., Shammass, R., & Swaim, K. (2017) A Systematic Literature Review of Students as Partners in Higher Education. *International Journal for Students as Partners* 1 (1)

University is Made of This: Students as Partners in and Across the Curriculum

Abegglen, Sandra; Burns, Tom and Sinfield, Sandra

University of Calgary, Canada; London Metropolitan University, United Kingdom

Contact: Sandra Abegglen sandra.abegglen@ucalgary.ca

As a collaborative of education professionals and researchers situated in Canada and the United Kingdom, we harness empowering, active, and creative practice with our students, especially in our ludic undergraduate module: Becoming an Educationist (Becoming). Becoming is a module where collaborative play is the reflection and recognition of the self; where it is the authentic liberatory process where students, in partnership with each other and us, explore academia and its practices, playfully. We ask our students to knit, dance and sing – celebrating their practice and empowering their voice – finding and developing their academic identity by ‘being with’ each other. Authentic learning only happens in partnership with trusting, engaged and willing others: students taking a leap into the unknown. Our first-year students' own research projects revealed key insights into education – surprising themselves and us – making concrete the hope and power of real education practice. We have continued to actively integrate Students as Partners (SaP) in our research ever since, deploying their creativity, knowledge, skills, joy, and aptitudes to tackle real-world issues in authentic ways, together. We argue that SaP projects are important. However, we think that actively integrating and fostering SaP relationships within the curriculum is even more equitable and important especially in these uncertain, supercomplex times. Students need time and space to work with each other, with their lecturers, and external partners, as part of their programs of study, modules, or courses. Partnership projects should not be extracurricular but be embedded within: a sustainable ecology of collaborative practice for inclusive teaching and learning.

References

- Abegglen, S., Akhbari, M., Albright, S., Brown, B., Burns, T., Clancy, T. L., Din, C., Faunt, M., Gospodinov, J., Hill, J., Huenchullan, S. R., Kamal, S., McLaughlin, E., Nowell, L., Parker, S. I. A., Porter, A., Presiloski, A., Rozanski, C., Sinfield, S., Thomas, C., & Wolfe, K. (2024). *Students as partners in higher education: Perspectives and practices* (M. Arcellana-Panlilio & C. Jeffs, Eds.). University of Calgary, Taylor Institute for Teaching and Learning Guide Series. <https://doi.org/10.11575/PRISM/43123>
- Abegglen, S., Burns, T., Heller, R., & Sinfield, S. (2023). Designing educational futures: imagine a collaborative Bloom. *Postdigital Science and Education*, 5(3), 527-534. <https://link.springer.com/article/10.1007/s42438-023-00393-w>
- Abegglen, S., Burns, T. & Sinfield, S. (Eds.) (2023). *Higher education collaboration: A new ecology of practice*. Bloomsbury.
- Abegglen, S., Burns, T. & Sinfield, S. (Eds.) (2021). Collaboration in higher education: Partnering with students, colleagues and external stakeholders. *Journal of University Teaching & Learning Practice*, Special Issue, 18(7).
- Abegglen, S., Burns, T. & Sinfield, S. (2021). Editorial: Collaboration in higher education: Partnering with students, colleagues and external stakeholders. *Journal of University Teaching & Learning Practice*, 18(7), 1-6. <https://doi.org/10.53761/1.18.7.01>
- Burns, T., Sinfield, S., & Abegglen, S. (2019). Third space partnerships with students: Becoming educational together. *International Journal for Students As Partners*, 3(1), 60-68. <https://doi.org/10.15173/ijasp.v3i1.3742>
- Sinfield, S., Burns, T. & Abegglen, S. (2019). Exploration: Becoming playful - the power of a ludic module. In: A. James & C. Nerantzi (Eds.), *The power of play in higher education: Creativity in tertiary learning* (pp. 23-31). Palgrave Macmillan.

Student Faculty Partners Program Pilot at a Large Private Research University

Lee, Daeyeoul; Henkle, Scott; Nagarajan, Anandi; Lontchi, Marilyn

New York University, United States of America

Contact: Lee, Daeyeoul dl5413@nyu.edu

The Learning Experience Design (LED) team in the Office of the Provost at New York University launched a pilot of the [Student Faculty Partners Program \(SFPP\)](#) in the Spring of 2024. The SFPP is a classroom-based program (Cook-Sather, Bahti, & Ntem, 2019) with the goal of improving teaching practices and student learning experiences at NYU. We also hope that NYU's status as a global, private, urban research university might provide unique opportunities to contribute to Students as Partnership program research.

The central activity of the program involves students and faculty (academic staff members) working together in semester-long partnerships. These collaborations are dedicated to educating both partners and understanding and revitalizing the faculty members (academic staff members)' course. Partnership activities include faculty (academic staff members)/student onboarding, all-participant meetings, weekly meetings between student partners, weekly classroom observations and reviews of classroom activity, weekly reflection journals, and mid-semester surveys and focus groups. Compared to other Students as Partners (SaP) programs, the SFPP hoped to emphasize student partner training in pedagogy, classroom observation, and focus-group techniques.

The SFPP pilot (four faculty and student pairs) realized several outcomes, measured through surveys, interviews, and reflection journals. For faculty (academic staff members), these included validation of good teaching practices, which is aligned with the development of greater metacognitive awareness (Cook-Sather, Bovill, Felten, 2014). They also included improvement of classroom activities, which is consistent with the development of better teaching or curriculum material (Lucy et al, 2017). Other outcomes for faculty (academic staff members) include the integration of student lenses, and enhanced awareness of student experiences.

In addition, outcomes for students include enhanced awareness of student experiences, and relationship development with other student partners, which are consistent with increased understanding of the others' experience and enhanced student-student relationships (Lucy et al, 2017). Additionally, other students demonstrated an increased appreciation for teaching complexity and a sense of empowerment and contribution to teaching practices.

References

Cook-Sather, A., Bovill, C., & Felten, P. (2014). Engaging students as partners in learning and teaching: A guide for faculty. John Wiley & Sons. (book)

Cook-Sather, A., Bahti, M., & Ntem, A. (2019). *Pedagogical partnerships: A how-to guide for faculty, students, and academic developers in higher education*. Elon University Center for Engaged Learning.

Mercer-Mapstone, L., Dvorakova, S. L., Matthews, K. E., Abbot, S., Cheng, B., Felten, P., ... & Swaim, K. (2017). A systematic literature review of students as partners in higher education. *International Journal for Students as Partners*.

Incorporating the Student Voice into Innovations in Teaching Chemistry: Lessons from a Multi-Year Program of SaP Activities

Krenske, Elizabeth

The University of Queensland, Australia

Contact: Elizabeth Krenske e.krenske@uq.edu.au

Over the last six years, a team of Chemistry academics at The University of Queensland have made extensive use of student–staff partnerships as a vehicle for delivering teaching innovations. Through a dozen Students as Partners (SaP) initiatives, each involving a small team of staff and students but with a wide diversity of project objectives, the projects have provided ways for students’ voices to be incorporated into educational enhancements. Objectives have ranged from the co-design of new in-class learning activities to extracurricular student engagement programs and inclusivity initiatives, all strongly informed by the students’ voices. By involving student partners in such diverse projects, many lessons have been learned about effective strategies for SaP-based innovation in science. This presentation will share some of the projects’ successes, lessons learned, and reflections on the attributes of successful SaP projects. A key theme will explore how the SaP initiatives have enhanced students’ sense of belonging to university – not only for the student cohorts that the initiatives have served, but also for the student partners who have contributed to the projects. Collectively, the positive impacts that these projects have delivered represent a case study illustrating the sustainable embedding of SaP activities as a driver of educational enhancement.

Raising Student Voices and Building a Culture of Partnership-Working

Millmore, Amanda

University of Reading, Berkshire, United Kingdom

Contact: Professor Amanda Millmore a.millmore@reading.ac.uk

This student-staff partnership project involved five students with disabilities, three academics in the School of Law and a Disability Advisor all working and studying at the University of Reading. During the Covid-19 pandemic as we tried to navigate a world of blended learning, student feedback indicated that students with disabilities were most impacted by the changes that academics had to make to teaching; this project aimed to better understand student experiences, to improve teaching and learning and most importantly to amplify the students' voices.

Given the constraints of working during the pandemic, this was a virtual partnership. Working as researchers, my student partners designed a cohort-wide questionnaire to find out about the wider student experience with different aspects of blended learning, then facilitated smaller focus groups of students with disabilities. Together we assimilated all of the evidence to produce both short and long term recommendations. Our project report with evidence and recommendations was shared within the Law School, with student partners advocating the findings in meetings, across the university and sector-wide at conferences with student partners joining me to present and disseminate our good practice advice.

Crucially, this successful partnership did not merely lead to recommendations and tangible changes to approaches to teaching and learning, improving the experiences of all students, but enabled the magnification of these students' voices. Amplification of students' voices and building a culture of partnership were the real successes of the project.

One student partner went on to become president of the University of Reading Student Union, crediting the project with informing his approach of listening to fellow students and advocating for them. Another set up a charity for disabled aspiring barristers and is now on her way to qualification. Meanwhile a student focus group member was inspired to join my next partnership project the following year and ended up co-authoring a journal article and presenting at conferences herself.

References:

Bovill, C. & Bulley, C. J. (2011). A model of active student participation in curriculum design: exploring desirability and possibility. n: Rust, C. (ed.) *Improving Student Learning (ISL) 18: Global Theories and Local Practices: Institutional, Disciplinary and Cultural Variations*. Oxford Brookes University: Oxford Centre for Staff & Learning Development.

Bovill, C. & Felten, P. (2016). Cultivating student-staff partnerships through research and practice. *International Journal for Academic Development*, 21(1), 1-3. <https://doi.org/10.1080/1360144X.2016.1124965>

Mercer-Mapstone, L. & Marie, J. (2019). *Practical Guide: Scaling up student-staff partnerships in higher education*. Institute for Academic Development, University of Edinburgh.

Millmore, A. (2021) Hand over the reins... a case study for student-staff partnership in designing module assessments. *International Journal for Students as Partners*, 5 (1). ISSN 2560-7367
<https://doi.org/10.15173/ijasp.v5i1.4382>

Millmore, A., Sinclair-Graham, S., Horton, R., Sherwood, D., Allen, S., Fuller, L., Nouka, K., Page, W. & Lane, J. (2021) *Blended Learning – Exploring the Experience of Disabled Law Students*, University of Reading, Teaching & Learning Exchange, available at <<https://sites.reading.ac.uk/t-and-l-exchange/2021/07/26/blended-learning-exploring-the-experience-of-disabled-law-students/>>

Nursing COMPASS (Collaborative Mentoring with Peer-Assisted Support for Success): A Peer Learning Program Underpinned by Students as Partner Approaches

Ramsbotham, Joanne; Donovan, Helen; Johnson, Rob; Theobald, Karen

Queensland University of Technology, Australia

Contact: A/Prof Karen Theobald k.theobald@qut.edu.au

Initially designed to empower struggling undergraduate Nursing students from non-English speaking backgrounds to better understand academic assessment requirements, the Nursing COMPASS initiative is based on a Students as Partners (SaP) philosophy and has been widely embraced. High performing student mentors collaborate with academic and professional support staff from QUT's School of Nursing to develop and share strategies for success in a supportive, non-critical environment.

Twice-weekly Zoom drop-ins are offered in a spirit of authentic reciprocity as Peer Learning Facilitators (PLFs) engage in discussion of upcoming assessments and identify solutions for pain points. Allocated to breakout rooms, students discuss their challenges, peer mentors break tasks into manageable parts and gently question students to develop skills and test understanding. The practices of careful listening, scaffolding skills development and encouragement are at the heart of the program.

Since its inception at the start of COVID (2020), the program has welcomed over 4000 attendees and has contributed to increased levels of study progression from an average of 83% in 2020 to 90% in 2023. Appreciation of the kind and calm demeanor of the well-trained peer mentors, has seen shy students move beyond 'lurking' to active involvement in the sessions, and mentee feedback expresses gratitude for help in overcoming challenges and roadblocks. Indeed, some attendees have eventually become mentors. The selfless involvement of over 80 volunteer PLFs has been central to the initiative's success, the partnership with students a core strength.

COMPASS offers numerous takeaways for other peer programs. Firstly, time spent listening to the peer mentors helps mentees feel valued and has been shown to directly influence their retention in the program. It also provides both mentors and mentees valuable training in how to work in communities of practice, feedback from industry partners reinforcing the strong reputation and value of being a Nursing COMPASS mentor.

References

Cook-Sather A, Bovill C, Felten P. Engaging Students as Partners in Learning and Teaching: A Guide for Faculty. John Wiley & Sons; 2014

Reconceptualizing Veteran Student Success: Using a Students as Partners Framework

Matthews, Alecia

University of North Carolina at Chapel Hill, United States of America

Contact: Alecia Matthews matthews@sog.unc.edu

This qualitative study was designed to add to educators' understanding of Veteran student success and offer ways to reframe how they measure Veteran student success. Currently, university leaders tend to measure Veteran student success using traditional metrics such as retention and graduation rates (Fernandez et al., 2019; Parks et al., 2015; Sansone & Tucker Segura, 2020; Semer & Harmening, 2015). This study involved examining whether there are alternative methods we can use to better understand Veteran student success.

Consequently, a Students as Partners (SaP) framework served as the theoretical approach that undergirded the study (Bishop-Clark et al., 2012; Cook-Sather et al., 2014; Foran & Taylor, 2020). In keeping with the tenets of SaP, three undergraduate Veteran students were recruited to serve as research assistants for this study. By using SaP, these United States Marine Corps (USMC) Veteran students were able to serve as meaningful contributors on a research team that sought to learn what Veterans say it means to attend a university that is on the U.S. Department of Education's military-friendly list.

The narrative analysis for this study uncovered several significant findings. Specifically, the findings revealed partnerships strengthen our common goals, partnerships cultivate a culture of learning and curiosity, and Veterans want educational communities that invest in their experience. Essentially, the findings provide a template educators can use to reconceptualize Veteran student success. A substantive discussion section is provided to expand on and interpret the three key findings by comparing them to the guiding principles used in the SaP framework. Finally, implications for practice and research are offered.

References

- Bishop-Clark, C., Dietz-Uhler, B., & Nelson, C. E. (2012). *Engaging in the scholarship of teaching and learning: A guide to the process, and how to develop a project from start to finish*. Stylus.
- Cook-Sather, A., Bovill, C., & Felten, P. (2014). *Engaging students as partners in learning and teaching: A guide for faculty*. John Wiley & Sons.
- Fernandez, F., Merson, D., Ro, H., & Rankin, S. (2019). Do classroom interactions relate to considerations of institutional departure among student Veterans and service members? *Innovative Higher Education*, 44, 233–245. <https://doi.org/10.1007/s10755-019-9460-8>
- Foran, G., Knorr, K., & Taylor, R. (2020). Evaluating factors contributing to positive partnership work in a students-as-consultants partnership program. *International Journal for Students as Partners*, 4(2), 27–44. <https://doi.org/10.15173/ijasp.v4i2.4095>
- Parks, R., Walker, E., & Smith, C. (2015). Exploring the challenges of academic advising for student Veterans. *College & University*, 90(4), 37–52.
- Sansone, V., & Tucker Segura, J. (2020). Exploring factors contributing to college success among student Veteran transfers at a four-year university. *The Review of Higher Education*, 43(3), 888–916. <https://doi.org/10.1353/rhe.2020.0011>
- Semer, C., & Harmening, D. (2015). Exploring significant factors that impact the academic success of Veterans in higher education. *Journal of Higher Education Theory and Practice*, 15(7), 31–43.

Can Student Partnership Working Ever Be More Than a Minority Sport?

Parkes, Sarah; Mathias, Leoarna; Gilbert, Gill, Birmingham Newman University and Fellows, Ian, Canterbury Christ Church University, United Kingdom

Contact: Sarah Parkes sarah_grainparkes@outlook.com

According to the 2024 BlackBullion survey (Censuswide, 2024), 46% of UK students self-define as 'commuter students'. The term is contested, either describing the distance or time taken for a student to travel from their accommodation to their institution or students who remain at their pre-higher education home address throughout. Whichever definition is used, commuting pressurizes students' resources, potentially limiting the development of the social and cultural capital(s) that enable success. Furthermore, the 2023 Student Academic Experience Survey (Neves and Stephenson, 2024) states that almost 55% of university student respondents work part-time and a significant number balance studying with caring responsibilities. Additionally, students are experiencing a substantial rise in physical and mental health issues alongside cost-of-living difficulties. It is anticipated that many higher education students are likely to be overwhelmed and stressed about meeting academic deadlines while managing work shifts or family care.

In April 2024, AdvanceHE launched a new 'Student Engagement through Partnership' framework (Hack, 2024) promoting 'a commitment to open, constructive and continuous dialogue' when considering effective approaches to learning, teaching and assessment. This can be seen as a way to develop academic citizenship, but also potentially positions student-staff partnerships as something that students 'do' (Mathews in Mercer-Mapstone et al., 2017) to meet neo-liberal performativity agendas, rather than as a democratic enactment of values-informed theory (Peters and Mathias, 2018) or recognition of the 'intra-active' and transdisciplinary nature of all in 'entanglement' (Barad, 2007).

Over 90% of Birmingham Newman students commute to campus, with significant numbers working whilst studying and/or have caring responsibilities. Yet close to 150 staff student partnership projects have been completed in ten years, enabling many individual stories of personal transformation. Despite this, the projects remain a 'minority sport': How can the transformative potential of partnerships be experienced in times of such significant barriers to engagement?

References

Barad, K. (2007) *Meeting the Universe Halfway: quantum physics and the entanglement of matter and meaning*. Durham and London: Duke University Press.

Censuswide (2024) Student Money & Wellbeing 2024, Blackbullion. Available at: <https://business.blackbullion.com/download/student-money-wellbeing-2024/> (accessed 30 05 24)

Hack, K. (2024) Introducing a new framework for student engagement through partnership. AdvanceHE. Available at: <https://www.advance-he.ac.uk/news-and-views/introducing-new-framework-student-engagement-through-partnership> (accessed 30 May 2024)

Mercer-Mapstone, L., Dvorakova, L.S., Matthews, K.E., Abbot, S., Cheng, B., Felten, P., Knorr, K., Marquis, E., Shammass, R., & Swaim, K. (2017) 'A Systematic Literature Review of Students as Partners in Higher Education' *International Journal for Students as Partners* 1 (1), 1-23

Neves, J. and Stephenson, R. (2024) Student Academic Experience Survey 2023, HEPI and AdvanceHE. Available at: <https://www.hepi.ac.uk/wp-content/uploads/2023/06/Student-Academic-Experience-Survey-2023.pdf> (accessed 26 June 2024)

Peters, J. & Mathias, L. (2018). 'Enacting student partnership as though we really mean it: Some Freirean principles for a pedagogy of partnership' *International Journal for Students As Partners*, 2(2), 53-70.

Transforming Conversations in Education: Co-Creating Methods to Enhance Dialogue on Partnership

Thölke, Jürg; Rebac, Senka; Doria, Danielle; Jahangier, Rohit; Mesman, Martijn; Speelman, Ilse; Koekkoek, Yerin; Crivineanu, Antonia; Colin, Philippa

Inholland University of Applied Sciences, The Netherlands

Contact: Senka Rebac senka.rebac@inholland.nl

The essence of the Students as Partners (SaP) initiative at Inholland University of Applied Sciences transcends mere rhetoric; it embodies a commitment to transforming the traditional student-teacher dynamic into a collaborative partnership. Central to this endeavor is the recognition that the way we frame and foster this relationship profoundly influences the educational experience. While the concept of partnership may seem straightforward, its implementation unveils layers of complexity, including power dynamics and divergent interests.

The goal is to enhance partnership by opening conversations on partnership related topics. To elucidate and expand the scope of SaP within (our) educational programs, we applied existing published literature and Co-developed the [SaP-radar method](#) (SaP-rm) which is a method and a set of playful and systemic tools (a Game, a Mega Canvas and an Online tool) intended to create a holistic view on the topic and foster a common understanding of partnership. Employing the SaP-rm, we conducted and collected data (recorded and observation) from 15 workshops, each 2.5 hours long, with 50 students and 24 staff, designed to navigate the multi-layered aspects of partnership, revealing its measurable and relational dimensions as we tested the prototype. The dimensions of the SaP-rm, second prototype, are:

ABOVE THE WATERLINE (measurable): *Shared vision, Educational Purpose, Student Involvement, Teaching Styles & Methods, Assessment & Testing*

BELOW THE WATERLINE (relational): *Student-Teacher dynamics, Meaningful Connections, Diversity & Inclusion, Individual Purpose.*

The SaP-rm is a versatile method that provides profound insights and facilitates evaluation, feedback, and awareness, deepening our understanding of the educational environment. It encourages open dialogue for exchanging perspectives and expectations and serves as a baseline measurement to evaluate (our) current situation and guide our partnership goals. Our research redefines and enriches the notion of partnership in academia, providing a roadmap for building stronger, more meaningful connections among students, academics, and (all) staff to transform educational structure, culture, and curricula.

References

Bovill, C. (2020). Co-creating Learning and Teaching: Towards relational pedagogy in higher education. *Critical Publishing*: St Albans.

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

Cook-Sather, A. (2015). Dialogue across differences of position, perspective, and identity: Reflective practice in/on a student-faculty pedagogical partnership program. *Teachers College Record*, 117(2).

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

Healey, R., & France, D. (2022). 'Every partnership [... is] an emotional experience': towards a model of partnership support for addressing the emotional challenges of student-staff partnerships, *Teaching in Higher Education*, DOI: 10.1080/13562517.2021.2021391

Student Experience Leaders: Amplifying the Student Voice

Briggs, Steve; Kaya, Sibel; Brunton, Julie; Reynolds, John; Robins, Karen; Jablonska, Malgorzata; Anyia, Benjamin; Akumefula Emmanuel; Abbas, Mariam.

University of Bedfordshire, England, United Kingdom

Contact: Steve Briggs steve.briggs@beds.ac.uk

At the University of Bedfordshire in England, we introduced a Student Experience Leader (SEL) scheme in 2022. This scheme aims to amplify the student voice and support the development of the employability of participating students.

The SEL scheme provides the opportunity for students to work directly in partnership with faculty and professional service leaders to co-deliver student voice enhancement projects. Some projects are predetermined prior to the SEL scheme commencing whereas foci for other projects emerge as an outcome of SELs working in partnership with university staff. SELs also act as school representatives within their faculty. This positions them to work in partnership with the Students' Union and their wider community of representatives. This means that SELs are at the heart of multiple student feedback channels which allows them to play a central role in enhancing the student voice throughout the University (Young & Jerome, 2020).

In academic year 2023/24 18 SELs were recruited from across all four of our faculties. These were either final year undergraduate or postgraduate students. Five staff members acted as SEL project leaders (one from each faculty and one from the Library). In this session, a selection of project leaders and SELs will share first-hand experiences of participating in the scheme. This will include discussion of projects undertaken and reflections of how participating in the SEL scheme as a Students as Partners (SaP) activity has served to provide opportunities for personal development and growth, from both the perspectives of students and university staff.

The extent to which the SEL scheme has succeeded in magnifying the student voice and supporting development of student employability has been established through an evaluation of the scheme over the last two academic years (Kaya et al., 2023). In our session we will share a summary of key findings from the evaluation and make recommendations for others considering introducing an SaP programme.

References

Kaya, S., Spanou, C., Poulter, B., Payne, R., Briggs, S., & Brunton, J. (2023). Enhancing employability and engagement with the university through the student experience leaders (SEL) scheme. *Journal of Learning Development in Higher Education*, (29).

Young, H., & Jerome, L. (2020). Student voice in higher education: Opening the loop. *British Educational Research Journal*, 46(3), 688-705.

Framing International Student Project Work on Local Solutions Within the UN Sustainability Development Goals

Pritchard, Diana; Morris, Vicky; Balanoi; Petruta, Irina; Billah, Mamur

University of Bedfordshire, United Kingdom

Contact: Diana Pritchard diana.pritchard@beds.ac.uk

Our case involves a university-wide initiative piloted to provide a (one-term) extra-curricular opportunity for students to work alongside volunteer academics in projects they co-created to address key challenges that they encountered in their study or lived experience, while framing these in relation to the UN Sustainable Development Goals (UN SDGs). The initiative is underpinned by recognitions that: a) working with academic staff strengthens students' engagement and a sense of belonging (which is especially important for students arriving from other countries with distinct educational systems); b) problem-solving and team work are integral to academic and career development and sustainability; c) project-based learning is a high impact educational practice; d) linking local to global solutions nurtures agency and deepens knowledge and understandings of the UN SDGs.

This activity ran during academic year 2023-24 and was coordinated centrally to provide basic training, project objectives, management and milestones. It involved academic mentors initially identifying the focus for a group project. They were pivotal in recruiting students to establish small multi-disciplinary teams of 4-6 students, yet projects were also advertised widely across the university through established student union and careers department channels. By leading informally and with flexibility, academics kept students on track through to completion by convening weekly meetings (accommodating students' study, work and caring commitments), providing feedback, advising, and mentoring.

Upon completion, students gained an institutional career development award as well as an external student leadership award from Students Organising for Sustainability – UK. Both serve to enhance their curriculum vitae and employability profiles. This is because activities and student reflections on their learning and competency development and experiences aligned with criteria for recognition.

Here we detail the outcomes and outputs of two of the projects, namely: 'Connecting with Luton: Belonging and Community (Walks and Workshop)' and 'Wellbeing, Cultural diversity and Educational Transitions: developing a resource pack for International Students'. Student evaluations reflect the positive experience and developmental impacts of their involvement across all four (UNESCO) "pillars of learning", namely 'to know', 'to do', 'to live together' and 'to become'. Academics also reported enjoyment and project leadership in their work with students on these meaningful and relevant issues. Tangibly, the project outputs (videos, planned works, and guidance) have already been adopted by the university into induction processes to support incoming international students integrate into their learning, place, and communities.

This model harnesses student and academic interest and motivation. While discussions about adopting it as business-as-usual are taking place within the University, it is transferable to other institutional contexts.

Students as Trusted Stakeholders: Lessons from the U.S. Air Force Academy

Matu, Florina

U.S. Air Force Academy, United States of America

Contact: Florina Matu florina.matu@afacademy.af.edu

This project focused on collecting and implementing students' inputs on the design and execution of a new advanced course on French for the Professions, tailored to the needs of the students at a military academy. The case study includes examples of inclusive practices such as:

1. The contribution of a senior student (cadet 1st class) teaching four class periods based on his research done during an internship at Airbus. The student co-facilitator received rigorous training on inclusive teaching practices prior to his interventions and later co-presented a paper on our collaborative experience at a language conference.
2. The impact of four anonymous questionnaires and a focus group on the course development and execution, including modification of assignments to better meet the students' needs and future professional aspirations.
3. The students' self-reported sense of being partners and equal stakeholders.

Thematic analysis of data demonstrated that engaging students as partners in course design and execution is an effective inclusive practice that promotes growth mindset both for the learners and the instructor. Students reported being highly motivated to contribute to meeting the course goals as they felt trusted, respected, autonomous, and free to create and learn. Most of them were seniors and experienced learners. Their inputs indicated how much they appreciated the uniqueness of this course and its benefits to engagement and growing as independent thinkers. They also abundantly recommended that this learning experience become a common practice at our institution. Lastly, mentoring an experienced student to become a course co-facilitator is inspiring to his peers and represents a confidence booster for fellow learners.

The Impact of the Current Student Loans Regime on Muslim Student Engagement and Retention in Higher Education

Hall, Richard; Maryam, Yusraa; Loonat, Sumeya

De Montfort University, United Kingdom

Contact: Professor Richard Hall rhall1@dmu.ac.uk

Interest-bearing loans are a barrier to education for some Muslim students (Abdulrahman, 2020; Malik and Wykes, 2018). Successive UK Governments have failed to implement a funding solution supporting access and participation. Moreover, there is limited research available on the impact of this system on Muslims adhering to Islamic teachings (Avdukic, 2023). This project evaluated the impacts of interest-bearing loans on Muslim student retention in one English University. It focused on career aspirations/the perceived value of Higher Education, and to amplify their voice in the development of appropriate student services.

The Students as Partners (SaP) perspective builds from: first, from the Education Studies' undergraduate dissertation of Yusraa Maryam, who has lived experience in relation to this issue; and second, the mentoring relationship between Yusraa and Sumeya Loonat, a PhD student researching institutional student support mechanisms. The project also builds connections through these students to the University Islamic Society and Prayer Room. Richard Hall has the privilege of working as supervisor for Yusraa and Sumeya, and his work has been deeply influenced by their practice.

This was a cross-institutional project, connecting Muslim student experiences to issues of retention. A series of semi-structured interviews with 12 current and former Muslim students, led by Yusraa with Richard, centred lived experiences. With dignity at its heart, and guided by positionality and reflexivity, the project began from the premise that institutional structures, cultures, and practices need to respond to the needs of these students, to support their retention and aspirations (Stevenson et al., 2017).

The project catalysed richer understandings of how faith and academic aspirations interrelate and impact on student, family and community choices. It led to two briefing papers for senior leaders and programme teams, alongside a collaborative audit with the Aziz Foundation on the British Muslim First-Year Student experience, in partnership with 4 undergraduate student advisors.

References

Abdulrahman, M.M., (2020) 'Higher Education Loans Board in Kenya from the Islamic Sharia Perspective', *International Journal of Islamic Thought*, 18, pp. 34-42. Available at: http://journalarticle.u...18-Dec-2020_4_34-42.pdf

Avdukic, A., Khaleel, F., Abdullah, A., & Brawe, A. H. (2023). Religion as a barrier to the use of student loans for higher education: A community-based participatory study with Somalis living in England. *British Educational Research Journal*, 49, 370–404. <https://doi.org/10.1002/berj.3847>

Malik, A. and Wykes, E. (2018) *British Muslims in UK higher education*. London: Bridge Institute.

Stevenson, J., Demack, S., Stiell, B., Abdi, M., Ghaffar, F. and Hassan, S. (2017) *The social mobility challenges faced by young Muslims*. UK: Social Mobility Commission.

Students as Partners in Teaching Research and Research-Based Learning - An Evaluative Mixed-Methods-Approach to Students' Perceptions and Reflections

Lohse, Markus; Naumann, Katrin; Panteleev, Irina

Mittweida University of Applied Sciences, Germany

Contact: Markus Lohse lohse@hs-mittweida.de

At the University of Applied Sciences Mittweida, Faculty of Social Work Student-Research-Projects are one of the main courses in the curriculum of the bachelor's degree program. Looking at this, our contribution focuses on the *conceptual basis "Students as Partners" of an empirical research seminar*. We shell out and provide insights and learnings based on qualitative and quantitative data. This research objective is to sensitizes colleagues in academic teaching, as well as students, to the perspective of research-based learning on the conceptual basis of Students as Partners in the field of social work.

Which teaching and learning arrangements have been created and what experiences have been had by its students?

A specific course concept was developed to be delivered in a hybrid teaching setting. This is based on a participatory teaching-learning approach of Students as Partners (SaP). It proclaims – especially in connection with research-based learning – more active participation (see Grüntjens 2022 and Huber & Reinmann 2019 cited in Lohse 2023, p. 61). The students were guided by an academic lecturer and two of his research assistants in two groups (with a quantitative and qualitative research focus) to independently design and roll out their own research process. Insights into the students' course diaries (Kunz 2018) on participatory project realization, supplemented by the results of the interim and final course evaluations, will be the centre piece of our lecture. One of the key findings looking at the hybrid setup is that students are very aware and claim equality in deciding how they would like to participate (online or present) in the seminar setting. Another one is focussing on the interdependence of the established relationship. When students gave positive feedback on the overall working alliance it shows that they recognize and reflect on three levels: 1) their own peer-to-peer relationship having a good exchange, 2) the learning-teaching-relationship focussing on specific need of the research groups and 3) the team-teaching-relationship to provide a well-informed overall communication. We look forward to discussing also your teaching experiences.

References

- Grüntjens, Jennifer (2022): Forschendes Lernen in der universitären Online-Lehre. In: Langemeyer, Ines, Schraube, Ernst & Tresp, Peter (Hrsg.). Akademische Kultur und Wissenschaftsfreiheit angesichts der Digitalisierung von Lehren und Lernen. ZFHE Zeitschrift für Hochschulentwicklung. Jg. 17, 3/2022, S. 107–122.
- Huber, Ludwig & Reinmann, Gabi (2019): Vom forschungsnahen zum forschenden Lernen an Hochschulen. Wege der Bildung durch Wissenschaft. Wiesbaden: Springer.
- Kunz, Alexa Maria (2018): Einführung in Diary-Verfahren: Theorie und Praxis in qualitativer Forschung. Weinheim, Basel: Beltz Juventa.
- Lohse, Markus (2023): „Students as Partners“ im Studium Soziale Arbeit – Ein hybrides Lehrveranstaltungskonzept zum Ausloten der Potenziale (und Grenzen) forschenden Lernens. In: Perspektiven auf Lehre. Journal for Higher Education and Academic Development. Jg. 2, 1/2022, S. 60-69.

Applying the Double-Decker Partnership Approach to Create Collaborative Opportunities With Students

Kuleshova, Anastasiia; Wihongi, Creole

Student Voice Australasia, Australia

Contact: Ana Kuleshova sva@unisq.edu.au

Student Voice Australasia (SVA) is a network for students and staff from higher education institutions that operates through a partnership model between a coordinator and a paid student partner. The student partner is empowered to lead student-centric initiatives. This case study demonstrates how SVA's structure and double-decker partnership ethos have not only increased the program's visibility but also expanded meaningful student engagement with the network. The double-decker partnership model involves student volunteers, a paid student partner and professional staff, creating multiple layers of partnership.

SVA collaborates with students and staff on projects designed to enhance cross-institutional collaboration and co-creation through working or steering groups. In 2023 student-only groups at SVA saw a decline in engagement due to a perceived power imbalance, as highlighted in an open letter by student representatives following the SVA Symposium (Connolly, 2023). SVA's student partner role in 2024 welcomed a double-decker approach to collaboration with student members, dissolving hierarchical boundaries where all participants enact as mutual learners (Matthews, Dwyer, Hine, et al., 2018). As a result, several student sessions saw a 200%-900% increase in student engagement and attendance.

This partnership model creates an opportunity to exchange diverse types of experiences, develop new skills and benefits all parties involved in addition to the common benefit of fostering national collaboration (Sutherland, Lenihan-Ikin, Rushforth, 2019). We hope this approach will become commonly used for student-centric program development and execution, serving as a model for fostering student engagement and partnership.

References

- Connolly, L. (2023). Who represents the representatives? A student representative's reflection on the Student Fishbowl discussion and recommendations for 2024. 2024 SVA Symposium Handbook p.10. <https://static1.squarespace.com/static/62415312110300085c00fd44/t/65c1c8e344eda35df3f12996/1707198701462/SVA+2023+Symposium+Digital+Handbook.pdf>
- Matthews, K.E., Dwyer, A., Hine, L. *et al.* (2018). Conceptions of students as partners. *High Educ* **76**, 957–971. <https://doi.org/10.1007/s10734-018-0257-y>
- Sutherland K.A., Lenihan-Ikin I., Rushforth C. (2019) The Value of Working with Students as Partners. In: Lygo-Baker S., Kinchin I., Winstone N. (eds) *Engaging Student Voices in Higher Education*. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-030-20824-0_3

Students as Partners: Developing a Case-Based Learning Scenario for Medical Education at UQ

Hulls, Bella; Curry, Renee; Pahl, Lucas; Smith, Michael; Li, Joan; Gilchrist, Hannah
University of Queensland, Australia

Contact: Dr Hannah Gilchrist h.gilchrist@uq.edu.au

The “Student Staff Partnership” initiative at the University of Queensland (UQ) aimed to develop a new case-based learning scenario for second-year medical students. The goal was to create an immersive, realistic clinical encounter integrating multiple learning outcomes and simulating a patient's journey from initial presentation to diagnosis and management. This project-based extracurricular initiative involved two faculty members and four students.

In practice, the team collaborated to design the case, incorporating interactive elements like diagnostic test interpretations and discussion prompts to enhance engagement and application. They also developed a tutor guide and resource list to support the case's implementation.

The guiding principles of the partnership included mutual respect, open communication, and leveraging diverse perspectives. Student feedback was crucial, ensuring the case was challenging yet achievable and relevant to learners' needs. Faculty members provided expertise in curriculum design, while students contributed fresh perspectives and insights.

Outcomes of the initiative included a well-rounded, engaging learning resource approved for UQ's medical program from 2024. The collaborative process enriched the curriculum and fostered a culture of respect and open dialogue between students and faculty. Students gained valuable experience in curriculum design, while faculty benefited from innovative ideas.

The implications for others are significant. This initiative demonstrates the value of incorporating student perspectives in educational design, leading to more relevant and effective learning experiences. The success of the partnership encourages further collaboration between students and staff, ensuring curricula remain adaptive to evolving educational needs. Future patients will benefit from the improved training of healthcare professionals who are competent, critically thinking, and compassionate.

References:

Rae, V.I., Smith, S.E., Hopkins, S.R. *et al.* From corners to community: exploring medical students' sense of belonging through co-creation in clinical learning. *BMC Med Educ* 24, 474 (2024).

Hart, J. Medical education reimaged – the power of student-faculty partnership. *Medicine and Health, Teaching Tips, University of Sydney* (2024).

Pereira, J.V., Vassil, J.C. and Thompson, R.E. Students as partners in an Australian medical program: Impact on student partners and teachers. *International Journal for Students as Partners* 4(2):110-121 (2020).

Steering the Ship Together: Navigating Co-Creation with Students

Sufyan, Agus

UIN Syarif Hidayatullah Jakarta, Indonesia

Contact: Agus Sufyan agus.sufyan@uinjkt.ac.id

I have been working as a lecturer in English teacher education program since 2019 and have been largely influenced by other theories/philosophies, such as self-regulated learning (Zimmerman, 1986, 1990; Zimmerman & Schunk, 1989) and learner's autonomy (Benson, 2007, 2013). My consistent goal was that I wanted my students—the pre-service English teachers—to have the capacity to manage their own learning pace and have a say in what, why, and how they want to learn. Then, I found another 'teaching philosophy' which resonates my view on how a classroom should be. My journey with the Students as Partners (SaP) initiative began in the last semester where I articulated another new goal in my classroom: to give my students shared power and responsibility.

We were actively involved in co-creating the course syllabus through backward curriculum design (Wiggins & McTighe, 2005) by first discussing their needs and expectations, which turned out to be my first challenge as well. I initially found it hard to have some meaningful discussions with them. Some were shy, some were afraid of making mistakes, and what was frustrating to me was when one said that she would just follow whatever I 'bring to the table'. After a follow-up discussion on this matter, I realised that they treated syllabus, in any courses, as a 'prescription' they needed to swallow.

Central to solving this issue was the understanding of the power-sharing principle. We spent two weeks of back-and-forth virtual meetings to finally agree on learning materials, classroom delivery, and assessment models. By involving them deeply in the curriculum-making, they felt a sense of transformation, and so did I. They gained invaluable insights into how they might run their own classrooms in the future after having the opportunity to take multiple roles as joint curriculum developers, learning resource contributors, and more.

Reflecting on this experience, I realise that SaP will not work unless we create an environment where our students feel safe, supported, engaged, and respected during the collaboration. But then, I ask myself again, should SaP practices always be initiated by those holding bigger power?

References

- Benson, P. (2007). Autonomy in language teaching and learning. *Language Teaching*, 40(1), 21–40. <https://doi.org/10.1017/S0261444806003958>
- Benson, P. (2013). *Teaching and researching autonomy* (2nd ed.). Routledge.
- Wiggins, G. P., & McTighe, J. (2005). *Understanding by design*. ASCD.
- Zimmerman, B. J. (1986). Becoming a self-regulated learner: Which are the key subprocesses? *Contemporary Educational Psychology*, 11(4), 307–313. [https://doi.org/10.1016/0361-476X\(86\)90027-5](https://doi.org/10.1016/0361-476X(86)90027-5)
- Zimmerman, B. J. (1990). Self-regulated learning and academic achievement: An overview. *Educational Psychologist*, 25(1), 3–17. https://doi.org/10.1207/s15326985ep2501_2
- Zimmerman, B. J., & Schunk, D. H. (Eds.). (1989). *Self-regulated learning and academic achievement*. Springer New York. <https://doi.org/10.1007/978-1-4612-3618-4>

Addressing Academic Integrity Through a Students as Partners Initiative

Weber, Anthony; Vanderburg, Robert

Central Queensland University, Australia

Contact: Anthony Weber a.weber2@cqu.edu.au

According to the document: The Students as Partners (SaP) initiative at Central Queensland University's School of Business and Law aims to reduce academic integrity breaches by involving students in the development and implementation of prevention strategies. The focus is on combating contract cheating and other forms of academic dishonesty. The initiative involves a collaborative partnership between students and faculty/academic staff, with students participating outside of their regular degree program. The SaP initiative operates by actively involving students in identifying the root causes of academic misconduct and developing tailored interventions, including awareness campaigns, educational materials, and integrity-related workshops. The partnership process is guided by principles of mutual respect, collaboration, transparency, and shared responsibility. The initiative has led to a significant reduction in academic misconduct cases, with a 95.46% decrease in breaches in the most prevalent unit of study. Examining school-level distributions of academic misconduct cases provides valuable insights into the prevalence and distribution of breaches across different academic units within the university. The percentage of misconduct cases within the School of Business and Law exhibited fluctuating trends over the study period. Notably, a peak of 36% was recorded in 2018, followed by a decline in subsequent years, with percentages reaching 20% in 2022 and 10% in 2023. These variations suggest dynamic patterns in academic misconduct within business and law. This case study demonstrates that involving students as partners can effectively address academic integrity issues, and other educational institutions can adopt a similar approach to promote a culture of integrity and reduce academic misconduct.

References

Bretag, T., Harper, R., Burton, M., Ellis, C., Newton, P., Rozenburg, P., Saddiqui, S., & van Haeringen, K., (2018). Contract cheating: a survey of Australian university students. *Studies in Higher Education*, 1-20. doi: 10.1080/03075079.2018.1462788.

Healey, M., Flint, A., & Harrington, K. (2016). Students as Partners: Reflections on a Conceptual Model. *Teaching and Learning Inquiry*, 4(2). <https://doi.org/10.20343/>

Newton, P. M. (2018) How Common Is Commercial Contract Cheating in Higher Education and Is It Increasing? A Systematic Review. *Frontiers in Education* (3). doi: 10.3389/feduc.2018.00067.

Walker, M., & Townley, C. (2012). Contract cheating: a new challenge for academic honesty?" *Journal of Academic Ethics* 10(1), 27-44. doi: 10.1007/s10805-012-9150-y.

From Learners to Pedagogical Partners: A Transformative Journey

Lau, Peter; Wong, Winton

The University of Hong Kong, Hong Kong SAR, People's Republic of China

Contact: Peter Lau pfmlau@hku.hk

In recent years, Students as Partners (SaP) or student partnerships in teaching and learning has become one of the key areas in teaching and curriculum development in Hong Kong universities, including the University of Hong Kong (HKU), the Chinese University of Hong Kong (CUHK), and Hong Kong University of Science and Technology (HKUST). SaP encompasses a range of areas, including pedagogical innovation, assessment/curriculum redesign, generic skills development, technology-assisted learning, and student engagement, etc. In addition to the objective of enhancing student learning, SaP projects have also been promoted as opportunities for teacher professional development (PD). Undergraduates in Hong Kong universities are eligible to join teaching development grant projects as co-investigators, and student partnerships are considered one of the prioritised strategic teaching and learning development themes.

While some Asian scholars are concerned about *power relationships* (Kaur, Awang-Hashim & Kaur, 2019), others have started developing evaluation frameworks for SaP projects in Hong Kong (Cheung, 2022). Although many Hong Kong faculty members are interested in developing SaP projects, they question whether new approaches should be tailor-made for the specific context in Hong Kong. A major consideration is the student profile: the ratio of mature students in Hong Kong is close to zero whereas middle-aged students are quite common in Australian universities (Perales & Chesters, 2017).

How do students develop from learners to pedagogical partners? Liang, Dai & Mathews (2020, p. 138) argue that in Chinese higher education, although student identity is affected by self-perceived experience, the university community, teachers and peers play “a decisive role in shaping and transforming student identities”. To understand this process of students’ identity transformation in the partnership, this study invited more than 10 students to join focus groups and discuss their SaP engagement and analysed more than 40 SaP project reports from Hong Kong universities. Preliminary findings suggested that the students perceived new identities beyond learners throughout their projects via four different approaches: engaging with values (as advocates), handling authentic challenges (as problem solvers), joining/creating learning communities (as collaborators), and going beyond apprenticeship (as apprentice professionals).

After presenting the findings, the author will open the discussion with participants. Please join the conversation to further explore the possible approaches and identities for developing an identity transformation framework to guide the design of Asian partnership projects.

References

Cheung, L. (2022). CAES student partnership initiative. SaP@HKU. <https://er.talic.hku.hk/sap/hkuproject-caes/>

Kaur, A., Awang-Hashim, R., & Kaur, M. (2019). Students’ experiences of co-creating classroom instruction with faculty – A case study in eastern context. *Teaching in Higher Education*, 24(4), 461–477. <https://doi.org/10.1080/13562517.2018.1487930>

Beyond Participation: A Transformative Approach to Student-Led Assessment for Educational Outcomes

Notta, Faisal Ferozali; Naz, Farah; Ghani, Aishah Siddique

Aga Khan University, South-Central Asia, East Africa & United Kingdom

Contact: Faisal Notta faisal.notta@aku.edu

Higher education discourse embraces a new paradigm: students as co-creators. No longer passive learners, they actively shape educational processes alongside faculty in curriculum, pedagogy, and research (Lubicz-Nawrocka, 2023; Smith et al., 2023; Bovill et al., 2011). This Students as Partners (SaP), approach empowers them to contribute to the quality of programs through self-assessment (SAR) and external reviewers (PAR).

Programs using the SaP approach involve students in SAR for continuous improvement (Scott et al., 2019). As a multi-continental university, the Aga Khan University (AKU) exemplifies this, integrating students in SAR across its campuses. To further enhance the rigor and effectiveness of this process, and to align with best practices in quality assurance models from organizations like QAA (UK, Scotland), Australia, and Canada, AKU seeks a more student-led SAR approach.

Quality assurance (QA) regulatory bodies currently request separate student submissions. Similarly, Pakistan's Higher Education Commission (HEC) in its new QA framework (PSG-2023) defines student engagement as 'involved' in the SAR process, highlighting a limitation in student engagement. My transformative approach proposal fosters deeper engagement and sense of belonging by involving students from the start: identifying standards, developing questions, analyzing data, and proposing improvements. This co-creation active approach enhances the assessment's validity and enriches the learning experience.

In conclusion, fostering a culture of student engagement for quality improvement requires actively recognizing and incentivizing student efforts and contributions, ultimately cultivating sustained student leadership, like the impact of effective teacher recognition programs. This recognition is being structured through a merit and evidence-based rubric, with public recognition at university events, awards, or other designed means. Such a system would demonstrably showcase the university's commitment to student engagement and its appreciation for the role of students in enhancing program quality for current and future cohorts.

References

Bovill, C., Cook-Sather, A., & Felten, P. (2011). Students as co-creators of teaching approaches, course design, and curricula: implications for academic developers. *International Journal for Academic Development*, 16(2), 133–145. <https://doi.org/10.1080/1360144X.2011.568690>

Lubicz-Nawrocka, T. Conceptualisations of curriculum co-creation: 'it's not them and us, it's just us'. *Curric Perspect* 43, 25–37 (2023). <https://doi.org/10.1007/s41297-022-00180-w>

Smith, S., Axson, D., Austwick, H., & Brady, M. (2023). Looking back to move forward: Evaluating an institutional staff-student partnership programme. *Innovations in Education and Teaching International*, 1–13. <https://doi.org/10.1080/14703297.2023.2255588>

Scott, Kirstin & Callahan, Dana & Chen, Jie Jane & Lynn, Marissa & Cote, David & Morenz, Anna & Fisher, Josephine & Antoine, Varnel & Lemoine, Elizabeth & Bakshi, Shaunak & Stuart, Jessie & Hundert, Edward & Chang, Bernard & Gooding, Holly. (2019).

Fostering Student-Faculty Partnerships for Continuous Curricular Improvement in Undergraduate Medical Education. *Academic Medicine*. 94. 1. 10.1097/ACM.0000000000002726

Gen-AI in Finance: Student Partners Co-Create Future Learning Experiences

Sun, Jennifer; Gu, Annie; Cui, Charles; Ko, Matthew; Pathak, Soham; Lee, Doowon; Beteto, Danilo; Huang, He; Wu, Vycke; Mai, Duc

The University of Sydney, Australia

Contact: Jennifer Sun jennifer.sun@sydney.edu.au

The University of Sydney's business school finance discipline has secured a strategic education grant to enhance teaching and learning activities through the integration of Generative AI (Gen-AI). This initiative aims to equip graduates with Gen-AI literacy, preparing them for the industry. Our project is initiated with a curriculum-focused partnership, as defined by Cook-Sather et al. (2019) targeting an undergraduate capstone finance unit. Four student partners are recruited to co-design and co-create the teaching and learning activities.

Our partnership is guided by principles of exchanging ideas, mutual respect and sharing power. In weekly meetings, student partners and faculty members collaborate to share insights from their diverse backgrounds and perspectives. Faculty value the experiences of student partners with the use of Gen-AI in the learning environment and use these insights to co-design and co-develop new content to improve the existing teaching and learning activities. Student partners also have autonomy to propose and create new course content to boost student engagement and awareness of Gen-AI. As a result, two student-initiated projects have been selected for further co-creation and implementation: an AI in finance case competition and mini-learning modules to be embedded in the capstone unit.

Moving into the second half of the project, the partnership will transform into a classroom-focused partnership (Cook-Sather et al., 2019) to assess the effectiveness of the created materials and their impact on student learning experiences, as well as the quality of student work.

Throughout this partnership, academics have co-created materials tailored to students' understanding of Gen-AI, designing activities that support meaningful and impactful learning. This customization relies on insights from student partners, who are deeply engaged with the unit. It is recommended that faculties consider involving student partners when they introduce new content, as they provide valuable insights that benefit a boarder group of students.

Reference

Cook-Sather, A., Bahti, M., & Ntem, A. (2019). *Pedagogical Partnerships*. Elon University Center for Engaged Learning. <https://doi.org/10.36284/celelon.oa1>

Dreaming Up Our Future: Co-Designing Decolonial Student-Centred Leadership Programmes

Tshiamala, Abicha; Abiodun, Shalom; Reddy, Esai; Roberts, Jo-Dean; January, Charmaine; Gachago, Daniela; Immenga, Christine
University of Cape Town, South Africa

Contact: Christine Immenga Christine.immenga@uct.ac.za

This research study examines how the human capability (Mok & Jeong, 2016) approach re-shapes student leadership development founded on social justice, equity, and human flourishing. It is based on the idea that the knowledge creation project should benefit not only from outcomes geared for success in the marketplace, but towards impacting social justice and equity so that benefits accrue more broadly to the student, the university and to society at large. (Sen, 1999) The University of Cape Town (UCT) Leadership Academy is a co-created space which seeks alternative and innovative methods to unleash Africa's human potential for human flourishing as the end goal of the human capabilities approach. Our study employed a Students as Partners (Cook-Sather, et al., 2014) approach where students and staff were actively involved in the design, implementation, and data analysis of this research. Employing innovative, non-conventional participatory research methodologies, we co-designed a methodology encompassing three distinct workshops involving a diverse cohort of 50 students. These workshops entailed a dreaming exercise, a photovoice exercise, and a design thinking sprint to envisage our desired future, establish leadership that would take us there, and plan alternative interventions to develop this type of leadership. Our findings reveal that students emphasised the need to introduce leadership development programs earlier in their academic journey and stressed the importance of integrated learning, calling for the inclusion of holistic, decolonial, and inclusive leadership skills within their academic programs. Additionally, students advocated for intergenerational collaboration and idea-generation workshops to foster innovative thinking and problem-solving. This research contributes to the ongoing dialogue on holistic student success by showcasing the value of non-orthodox research methods and collaborative approaches. By focusing on the voices of students, we aim to inform higher education practices that better align with students' aspirations, needs, and visions for the future. Our findings underscore the significance of student involvement in shaping the educational landscape, promoting innovation, and advancing sustainable, impactful models of student success.

References

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

Mok, K., & Jeong, W. (2016). Revising Amartya Sen's capability approach to education for ethical development. *Asia Pacific Education Review*, 17(3), 501-510. <https://doi.org/10.1007/s12564-016-9449-2>

Sen, A. (1999). *Development as Freedom*. UK: Oxford University Press

Voice and Vision: Multilayered Representation in UniSQ's Shift from Student Representation to Co-creation

Knezevic, Diane; Sorley, Nina

University of Southern Queensland, Australia

Contact: Diane.Knezevic@unisq.edu.au

The University of Southern Queensland (UniSQ) is continuously exploring innovative approaches to enhance student engagement through their Students as Partners (SaP) framework. This framework integrates student representation at all institutional levels, ensuring every voice is heard, as recommended by Professor Sally Varnham et al. (2018:27). UniSQ's student representation consists of the Student Senate, the Student Representative Committee (SRC), and the Academic and Governance Student Representatives (ASRs).

The Student Senate represents a diverse range of students, including lesbian, gay, bisexual, transgender, intersex, queer, asexual and other sexually or gender diverse (LGBTQIA+), disabled, international and First Nations students, and addresses feedback on both academic and non-academic matters. Along with university staff, ASR's serve on over 40 committees across the university, addressing educational issues and broader concerns affecting the student body. This inclusive framework ensures broad representation while also influencing institutional decision-making.

One of the innovative approaches involved remodelling the SRC, transitioning from a committee consisting solely of campus-specific and online representatives to a committee comprising two representatives from each school. These representatives' partner with their Heads of School, positioning students as active collaborators and co-creators in educational matters.

A notable challenge in this partnership was dismantling traditional power dynamics between staff and students. This challenge required fostering an environment of mutual respect and open communication, which varied in effectiveness across different schools. Acknowledging and addressing power imbalances was essential for empowering students to voice disagreements with ideas or methods. As Healey et al. (2014: 55) discuss, "partnership between students and staff involves questioning and sometimes letting go of existing and familiar ways of working and learning and requires instead trust in a shared process that is inherently unpredictable in its outcomes."

Despite varying levels of activity among schools, students reported feeling more empowered and valued in their roles. Positive outcomes included increased nominations for student roles within committees, improved retention rates among student committee members, and heightened student engagement demonstrated by active participation in meetings and events.

References:

Healey, M., Flint, A., & Harrington, K. (2014) Engaging students through partnership: International perspectives on transforming higher education. Palgrave Macmillan, p. 55.

Varnham, S., Waite, K., Olliffe, B., Cahill, A. (2018) '*Student engagement in university decision-making and governance: towards a more systemically inclusive student voice. 2015-2016. Final Report 2018.*' https://opus.lib.uts.edu.au/bitstream/10453/131296/1/SP14-4595_Varnham_FinalReport_2018.pdf

‘It’s Important to be Proud of Your Identity and Advocate for Yourself’: A Student-Educator Partnership to Co-Create Inclusive Learning Activities

**Amani Bell, Bianca Aiello, Amabile Borges Dario, Elizabeth Bourne, Maree Doble,
Sanetta Du Toit, Helia Nateghi Baygi, Monica Phong, Fereshteh Pourkazemi,
Jacqueline Raymond, Warren Reed, Annelise Ryan, Heidi Xing, Jessica Yi**
The University of Sydney, Australia

Contact: Amani Bell amani.bell@sydney.edu.au

Allied health students from diverse backgrounds often encounter deficit views of diversity in on- and off-campus educational settings, including racism and microaggressions, which impact their well-being and learning (Gair et al. 2015, Bell et al. 2024). Our team of eight educators and six students has co-designed learning activities and resources to provide students and educators with a toolkit of responses to such incidents, whether they are involved as recipients or bystanders. Our student-staff partnership is informed by Matthews’ five propositions of inclusivity, nurturing power-sharing, accepting uncertainty, ethical behaviour and transformation (Matthews 2017). The student partners have contributed significantly, drawing on their own experiences, and have helped a broader group of students feel more comfortable in the small group discussions during workshops.

Guided by the concept of strengths-based approaches to diversity (Gomez & Bernet 2019), as well as drawing on a six-step framework for responding to microaggressions (Neves da Silva et al. 2022), we designed learning activities to empower students and educators to value and respect diverse perspectives. These activities also aim to equip students with the confidence to handle microaggressions in their learning environments and their future workplaces. In two workshops, a larger group of students and educators tested and further developed the activities. Most students and educators (95% and 94% respectively) reported that the workshop increased their understanding of strengths-based approaches to diversity. All students (100%) and a smaller number of educators (76%) felt more confident in applying strategies to deal with racism, discrimination and microaggressions. All participants offered valuable suggestions for improving the learning activities. In this presentation we’ll share the resources and activities that we’ve developed, and also discuss our reflections on working in partnership as students and educators on a project that is at times emotive and deeply personal.

References

Bell, A., Borges Dario, A., Klinner, C., Nisbet, G., Penman, M., Storer, D., & Monrouxe, L. (2024). Improving the quality of allied health placements: student, educator and organisational preparedness. *Studies in Continuing Education*, 1-23.

Gair, S., Miles, D., Savage, D., & Zuchowski, I. (2015). Racism unmasked: The experiences of Aboriginal and Torres Strait Islander students in social work field placements. *Australian Social Work*, 68(1), 32-48.

Gomez, L. E., & Bernet, P. (2019). Diversity improves performance and outcomes. *Journal of the National Medical Association*, 111(4), 383-392.

Matthews, K. E. (2017). Five Propositions for Genuine Students as Partners Practice. *International Journal for Students as Partners*, 1(2), 1–9.

Neves da Silva, H. V., Heery, L.M., Cohen, W.R., Mahalingam, V.S., Adebisi, O.A., Lee, R.S., Netsanet, A.N., Ogundipe, E.A., Dakhama, Y., Wang, M.L., Vrolijk, M.A., Garcia, M.W., Ward-Gaines, J., & Neumeier, A.T. (2022). What Happened and Why: Responding to Racism, Discrimination, and Microaggressions in the Clinical Learning Environment. *MedEdPORTAL: The Journal of Teaching and Learning Resources*

Empowering the LLB Graduate

Ailwood, Sarah; Anthony, Dorothea; Kinchin, Niamh; Poole, Kaitlyn; Tubridy, Kate
University of Wollongong, Australia

Contact: Dr Sarah Ailwood sailwood@uow.edu.au

In 2023, a research team from the University of Wollongong (UOW) School of Law embarked on a curriculum development project, 'Empowering the LLB Graduate'. Supported by a UOW Learning and Teaching Innovation Grant, the project aims to empower students as partners in relation to both the curriculum design of the Bachelor of Laws and the preparation of students for an agile professional future.

Our project is designed to take a Students as Partners (SaP) approach to the curriculum design of the Bachelor of Laws. This is an unusual and ambitious approach because the partnership is framed at the course level with a whole-of-course approach rather than being focused on a single subject or project, and because the Bachelor of Laws is a highly accredited degree. Our project aim to demonstrate that a SaP approach to curriculum design of an accredited degree is not only possible, but highly effective, in enhancing the curriculum and the student experience.

In practice, our project involves recruitment of student partners with whom we collaborate on the design and implementation of the project, methods for the collection of student data including surveys and co-labs (in which students and staff collaborate together), as well as feedback from the broader student body on curriculum design. We approach all aspects of the project through the values of transparency and authenticity in our collaboration with students.

However, our project has revealed that such an ambitious project is not without its challenges. In our presentation, we present our progress, results and experiences to date, and also discuss the challenges we have faced and how we have overcome them, particularly in relation to addressing power imbalance when obtaining ethics approval to undertake the project through the lens of scholarship of teaching and learning.

Our project is ongoing, and we will share our experiences of project design, the ethics approval process, addressing power imbalances, recruitment of student partners and a reflection on our collaborations with them to date. We will also share and reflect on our survey results and outline the project's future and what we hope to demonstrate about the value of a SaP approach to curriculum design.

Accessibility Allies – Improving the Student Experience Together

Searle, Luke; Deeprise, Matthew; Fielding, Sarah; Smith, Tamsyn

University of Southampton, United Kingdom

Contact: Luke Searle, L.Searle@southampton.ac.uk

At the University of Southampton, the Digital Learning team partnered with five undergraduate students from various disciplines to improve the digital accessibility of learning content, aptly named the Accessibility Allies. The Allies were hired as interns, working with the Digital Learning team to support the implementation of Anthology Ally, an integrated Blackboard accessibility reporting service which provides module-level accessibility scores.

Our Accessibility Allies undertook significant internal accessibility training as there is often a lack of practical guidance (Caplehorne et al, 2022). This supported conversations with module leaders to agree the scope of remediation and establish their position as accessibility subject matter experts. The Allies used the Waterfall methodology, ensuring administrative tasks were completed and data was recorded at agreed milestones, before fixing module content (Marnewick, 2023). We tracked our progress throughout the project using a Kanban board as our interns shared it enabled them to take responsibility for the tasks and Senapathi (2021) indicates it could help to visualise work progress and blockers.

Overall, the Accessibility Allies accelerated the improvement of accessibility scores, demonstrated by the 24 modules that were engaged in the project. This percentage-increase disparity demonstrates that leveraging students as partners in content remediation activity is effective.

- Average +32% in 12 weeks with Accessibility Allies resourcing
- Average +11% in 12 months with no additional resourcing

We encouraged the Allies to meet after module remediation to debrief the module leaders on the techniques and practices to improve the learning content. We suspect this feature helped to sustain the Allies' work; one year on, our remediated modules continued to report higher accessibility scores than before their engagement in the project. For more information, AbilityNet's (2022) HE/Public Sector Update webinar series featured an episode on our Accessibility Allies project.

A quote from one of our Allies

"I developed a lot of transferrable skills, like working in a team towards a common goal, and how to successfully present my progress in departmental meetings. I also developed a passion for helping other students, which led to me undertaking other responsibilities like Computer Science course representative." - Sian Brookes - 3rd year MEng Computer Science student

References

AbilityNet (2022) HE/Public sector update: Accessibility allies at the University of, AbilityNet. Available at: <https://abilitynet.org.uk/webinars/hpublic-sector-update-accessibility-allies-university-southampton>

Caplehorne, J., Bass, R., Cooper, H., Duffy, S., & Green-Hughes, L. (2022). Embedding accessibility in research support and scholarly communication systems and processes: A Reflective Case Study. *Advanced Journal of Professional Practice*, 3(2), 38–61. <https://doi.org/10.22024/UniKent/03/ajpp.1047>

Marnewick, C., 2023. Student experiences of project-based learning in agile project management education. *Project Leadership and Society*, 4, p.100096.

Senapathi, M. and Drury-Grogan, M.L., 2021. Systems thinking approach to implementing kanban: A case study.

UNSW Student Partner Program

Turnbull, Kristin; Joukhadar, George; Li, Melody; Ling, Gee Chong; Vojvoda, Kristina

The University of New South Wales, Sydney, Australia

Contact: Kristin Turnbull k.turnbull@unsw.edu.au

At the University of New South Wales, Sydney, convenors and student partners collaborate within the unit of study during the term aiming to improve the learning experience for the cohort in real-time. Working in small teams of four to six, student partners collect real-time feedback from the cohort. Together convenors and student partners problem-solve pain points and challenges identified by the cohort in roles like pedagogy consultants (Healey et al., 2014).

In this curriculum-focused initiative, students self-nominate through an Expression of Interest process facilitated by the course convenor. Convenors and student partners meet regularly to discuss goals, strategies, and communication channels for collecting cohort feedback. Student partners implement collection strategies such as polling/surveying/messaging/talking to peers. Course-related pain points and challenges are discussed with the convenor in meetings or via a Microsoft Teams channel. Course convenors close the loop, communicating to the cohort changes made in direct response to feedback gathered by student partners. The program is underpinned by principles of respect and shared responsibility for improving the learning and teaching experience (Cook-Sather et al., 2014).

The partnership contributes to positive learning experiences when improvements are based on feedback received, for example, co-designed learning resources for peer feedback practice. A student partner-led learning community established via Instagram or Discord contributes to a strong sense of community, belonging, and student identity in the unit of study. Further, a partnership providing direct feedback on assignment design allows students to share their views, ensuring assignments are impactful. While this process encourages creativity, critical thinking, and problem-solving skills for students, educators gain valuable insights into student experiences of the unit of study.

As an outcome of the partnership, students' voices are heard in real-time and reflected in tangible solutions contributing to positive learning and teaching experiences through inclusive collaboration. This process of empowering students in learning and community building relies on commitment from students and course convenors.

References

Healey M, Flint A, and Harrington K, (2014) Engagement Through Partnership: Students as Partners in Learning and Teaching in Higher Education. The Higher Education Academy.

Cook-Sather, A. (2013). Student-faculty partnership in explorations of pedagogical practice: a threshold concept in academic development. *International Journal for Academic Development*, 19(3), 186–198. <https://doi.org/10.1080/1360144X.2013.805694>

Learning by Teaching: Student-Run Classes as Epitome of Whole of Class Students as Partners Approach

Ishkova, Maria; Fernando, Michael; Nguyen, Hannah; Park, Daniel; Bobkowski, Abby; Moshabbir, Aroona

The University of Sydney, Australia

Contact: Maria Ishkova maria.ishkova@sydney.edu.au

My aim in student-run classes is to give students more agency in defining the settings most conducive to their learning, challenge them to develop core communication skills (aka “soft skills”) outside their comfort zone and learn vicariously from each other.

I introduced student-run classes during the pandemic “emergency online teaching” as a whole of class Students as Partners (SaP) approach to improve students’ engagement on both undergraduate (Ishkova et al, 2021) and postgraduate levels. With time, I have developed them into the in-class festivals of playful learning which I named “Upskill” because they require students to upskill their peers and/or other target audiences on relevant communication challenges - and in the process, they learn by teaching and become stronger communicators themselves. When students are not facilitating class activities, they learn to observe their peers to provide feedback and help them succeed. Using trial and error, backed by self-reflection on feedback, they learn what to say and how to express it to help others flourish; failure is not dreaded but appreciated as it offers learning while building self-awareness and resilience. A growing body of higher education research shows such pedagogical practices tap into intrinsic motivation, creating ‘magic circles’ of psychological safety (Whitton, 2022). In the AI era, it is also important that an authentic interactive oral assessment has more chances to ignite students’ interest and minimize the temptation of academic dishonesty (Bretag et al, 2019).

This redesign of assignments is being continuously upgraded in collaboration with each new cohort starting from week 1 of the semester. Taking responsibility for how they learn and co-developing rules, students in partnership classes report deeper learning, improved communication skills, self-efficacy, and a sense of community (Ishkova et al, 2021). It builds friendships and inspires them to come for a long workshop even on Friday night. Beautifully, it also has a contagious effect on other classes students take, and often transforms their life outside of classrooms, improving communication in family and workplace relationships and students proudly share their a-ha moments and achievements in personal messages and multiple posts on social media. From an educator’s perspective, the approach multiplied the joy of teaching due to the high visibility of student success. It also brought peer recognition including multiple teaching awards for innovation and enriching student experience.

References

Bretag, T., Harper, R., Burton, M., Ellis, C., Newton, P., Rozenberg, P., Saddiqui, S., & van Haeringen, K. (2019). Contract cheating: a survey of Australian university students. *Studies in Higher Education* (Dorchester-on-Thames), 44(11), 1837–1856. <https://doi.org/10.1080/03075079.2018.1462788>

Ishkova, M., Loh, V., White, G., Lawton, O., Tyson, J., Fung, H. (2021). To Flip Or Not To Flip? Reflecting On PALPable Outcomes Of Flipping The Classroom During The Pandemic. *Journal of Perspectives in Applied Academic Practice*, 9(2), 146-158.

Whitton, N. (2022). A Manifesto for Playful Learning. In: *Play and Learning in Adulthood*. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-031-13975-8_4

From Classroom to Café: Enhancing Education Through (In)Formal Student-Staff Partnership

Iannucci, Cassandra; Geddes, Sam; Hanna, Lisa

Deakin University, Australia

Contact: Cassandra Iannucci cassandra.iannucci@deakin.edu.au

Imagine sitting down in a cozy café, the aroma of freshly brewed coffee enveloping you as the warm steam rises from your cup. Conversations flow naturally; everyone is heard and valued. This is the essence of the *Coffee Conversations* at Deakin University, where informal dialogue between teaching staff and their students, over coffee, fosters meaningful connections, student feedback and real-time improvements in curriculum and instruction.

Students as Partners (SaP) practices are well known for enhancing student engagement and promoting collaborative learning (Healey, Flint, & Harrington, 2014). Yet, many initiatives remain formalized through committees or projects (Mercer-Mapstone et al., 2017), or focus on structured involvement in course design and feedback mechanisms, typically at term's end (Cook-Sather et al., 2014).

The *Coffee Conversations* program, initiated and coordinated by the Equity-first Students as Partners team in the Office of the Dean of Students, aims to foster genuine partnership, enhance connection and belonging, support equity and inclusion, and impact learning and teaching practices in higher education.

Unit (subject) teaching staff from each of Deakin University's four faculties voluntarily opt in to the program, and invite all students enrolled in their unit to attend one or more weekly *Coffee Conversations* at a campus cafe, with an emphasis on encouraging traditionally marginalised or unheard voices to participate. Each *Coffee Conversation* generally lasts between 45-90 minutes and has 3-6 different students attending each week of the academic term.

The continuous feedback loop established by *Coffee Conversations* allows for real-time co-creation and refinement of students' learning experiences. Unlike traditional feedback models that defer improvements to future iterations, this practice ensures immediate implementation of student suggestions, leading to better connections, higher satisfaction and a stronger sense of belonging (Deeley & Bovill, 2017).

This participatory approach has resulted in a notable increase in student satisfaction and retention, indicative of its success. Reflecting on this, a student shared, "*Coffee Conversations* made everyone feel valued and heard, like an important part of the class and course." This approach not only enhances traditional SaP models but also creates an inclusive, equity-first environment that directly impacts students' learning experiences.

References

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

Mercer-Mapstone, L., et al. (2017). A systematic literature review of students as partners in higher education. *International Journal for Students as Partners*, 1(1).

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

Deeley, S. J., & Bovill, C. (2017). Staff-student partnership in assessment: Enhancing assessment literacy through democratic practices. *Assessment & Evaluation in Higher Education*, 42(3), 463-477.

Co-creation of a GenAI Prompts Library by Programming and Data Science Students

Bakharia Aneesha; Fleming Melanie; Worthy Peter; Singh Priyanka; Dinh Cong

Minh; Dwyer Jack; Sampson Vaughan; Huan Yufan

The University of Queensland, Australia

Contact: Aneesha Bakharia a.bakharia1@uq.edu.au

Our Students as Partners (SaP) project aimed to create a GenAI prompting library for technical fields such as programming, data science, and engineering. Student and staff partners from a variety of Electrical Engineering Computer Science (EECS) domains were recruited and selected for the project. Initially, the project started as staff and students working together to build a GenAI prompt library for EECS technical disciplines. The project was transformed by the contribution of ideas from students and staff working in partnership.

The deliverable is a web-based resource with prompts to complete projects within each EECS domain area (web development, cybersecurity, etc.). The idea to have complete projects created using GenAI with the prompts shared was proposed by student partners, transforming the project and making it highly applicable to the Science, Technology, Engineering and Mathematics (STEM) domain. The deliverable evolved through the shared ideas of the student and staff partners, resulting in a web-based resource that focused on guiding students to build applications with guidance on pedagogically effective prompts to enhance learning and critical thinking.

The project was co-created through regular brainstorming sessions, open discussions, and iterative feedback mechanisms. Digital platforms facilitated collaboration, ensuring inclusivity and continuous communication. The project's growth was driven by incorporating diverse ideas, despite challenges in managing the expanding scope.

The project will benefit EECS students and academic staff by being able to be embedded within courses and give students ideas on how to learn with GenAI. The resource fosters critical thinking and technical skills, benefiting the EECS community by enriching learning experiences and setting a precedent for ethical GenAI usage in education.

Student Insight into Partnership in Practice at UQ

Walmsley, Jo; Raman, Shreyas; Lee, Ylaine; Rasi, Rachel

The University of Queensland, Australia

Contact: SSP Team, ssp@uq.edu.au

The University of Queensland (UQ) Student-Staff Partnership (SSP) program is underpinned by five key values: Collaboration, Community, Creativity, Growth, and Respect. Established in 2017, the program provides a framework for students and staff to partner on projects that effect change and enhance the university experience. This enrichment program is now embedded across all facets of the University. Since its infancy, the program has engaged 3018 students and 2189 staff partners in 941 projects across all UQ teaching faculties and central divisions. The SSP Program challenges students and staff to move beyond traditional hierarchies in higher education and encourages teams to value all students and staff as equal partners and mutual learners.

Each year, the SSP Projects team works in partnership with four Student Advisers from across UQ to co-evaluate, co-design, and co-deliver the program. This case study will be co-presented by SSP student advisers and staff to explore and reflect on partnership in practice and the continued impact this has on both the individual and the university landscape.

“Student-Staff Partnership projects have profoundly impacted my university journey over the last few years. Collaborating with other students and staff members on projects that directly impact the experience of my peers has been both a challenging and rewarding experience, and it has been particularly gratifying to see the effect that our projects have had on the university community. From designing lower-sensory classroom environments to collecting data on student experience, the partnership has encompassed a diverse range of experiences, and given me valuable skills to take forward into my career”

(Shreyas Raman, SSP Student Adviser, Bachelor of Engineering (Honors) / Science)

We look forward to sharing our learnings and insights with the global network of students and staff who strive to embed partnership into higher education.

Clinical Reasoning Development: Enhancing Independent and Group Rational Decision Making

Galvin, Kelly

Swinburne University of Technology, Australia

Contact: kgalvin@swin.edu.au

In a period of continuous disruption in higher education, flexible and ethical research strategies that embrace unexpected influences in teaching and learning are paramount to inform 'what works' in practice (Bakker, 2018; Galvin & Cochrane, 2023). An innovative learning approach was developed during a longitudinal doctorate project to enhance health science students when performing decision making. Using a Design-based Research (DBR) methodological framework (Bakker, 2018; Cochrane, et al, 2023; Galvin, 2023) over a span of 15 months, students were invited to give iterative feedback on curriculum design. The research used qualitative reflexive thematic analysis (Braun & Clarke, 2022) and bounded rationality theory (Herbert, 1972), to test, refine, and retest an online decision wheel tool to use during learning independently, in groups, and when guided by a teacher.

Participants included 34 students, 26 teachers, and 5 learning designers from 20 undergraduate health science and nursing subjects across all learning modes. Data were generated from 44 semi-structured interviews and 20 focus groups.

This DBR project now contributes six final design-practice elements known as design principles (DPs) to enhance clinical reasoning development and a new PBL-informed model. Broader research themes guiding DPs included having a central teacher guide, adequate coaching support, simple learning designs, time for reflexive practice, and creating a deliberate curriculum. The audience is invited to learn about one design principle: Encourage stakeholders as partners in curriculum, promoting the need for co-creation and consultation with students learning clinical reasoning. This outcome raises resource implications for curriculum choices to be informed by student feedback across changing cohorts with regular consultation. The session will conclude with a discussion guided by conversation prompts to consider the Deliberate curriculum theme in broad group learning contexts to ensure the value and relevance of learning.

References

- Bakker, A. (2018). *Design research in education: A practical guide for early career researchers* (1st ed.). Routledge.
- Braun, V., & Clarke, V. (2022). *Thematic Analysis. A Practical Guide*. Sage Publications
- Galvin, K., & Cochrane, T. (2023). *Design-based Research: An ethical framework to address pedagogical problems and innovation* [Poster]. AARE2023, University of Melbourne.
- Galvin, K. (2023). *Clinical Reasoning Development: Enhancing Independent and Group Rational Decision Making* [Doctoral thesis, Torrens University of Australia].
- Herbert, S. (1972). Theories of Bounded Rationality. In C. B. McGuire & R. Radner (Eds.), *Decision and Organisation* (pp. 161–176).

Advancing Global Citizenship and Leadership Via ePortfolio Assessments Within Agricultural Sciences Education

Nguyen, Tin; Schmidt, Susanne; Robinson, Nicole

The University of Queensland, Australia

Contact: Tin Nguyen tin.nguyen1@student.uq.edu.au

Within the School of Agriculture and Food Sustainability at the University of Queensland, two academic staff and four students (three from agriculture and one from postgraduate education) partnered in the re-design of the core first-year master subject *AGRC7047 Global Challenges in Agriculture* through a formalised Student-Staff Partnership (SSP) co-design arrangement. The SSP co-design process provided innovations in incorporating student perspectives for an innovative, interactive course that built on lacking higher-order skills such as reflection, interpersonal skills, and global citizenship, broadly contributing to students' employability. Previous studies of ePortfolio use in higher education have demonstrated its value in building capabilities in reflection (Slepcevic-Zach & Stock, 2018; Roberts, 2018) and interpersonal skills (Mazlan et al., 2015; Alajmi, 2019). Once assembled, the SSP team, using the backward design framework (Wiggins & McTighe, 2005), developed an ePortfolio assessment to gradually build on these identified skills by weaving them into the course content. Due to the short lead time of 4 months before delivery, weekly meetings for 15 weeks were organised to provide momentum and develop strong partnerships among students and staff as a collective (Mercer-Mapstone et al., 2018). Collaboration was a core tenet of the success of this SSP project in enabling contributions from key project stakeholders. Based on the new innovative approach of embedding an ePortfolio assessment into the agricultural science course, the SSP was extended for another 20 weeks, which allowed student partners to observe and implement the evaluation of the new course alongside staff partners. Ethics approval was granted to allow for an evaluation survey to be disseminated. Results from students demonstrated a greater engagement and value in the course, which aligned with the original goals of the SSP to increase students' employability through the capability development of reflection, interpersonal skills and global citizenship within the course.

References

- Alajmi, M. M. (2019). The impact of E-portfolio use on the development of professional standards and life skills of students: A case study. *Entrepreneurship and sustainability issues*, 6(4), 1714.
- Mazlan, K. S., Sui, L. K. M., & Jano, Z. (2015). Designing an eportfolio conceptual framework to enhance written communication skills among undergraduate students. *Asian Social Science*, 11(17), 35.
- Mercer-Mapstone, L. D., Marquis, E., & McConnell, C. (2018). The 'partnership identity' in higher education: Moving from 'us' and 'them' to 'we' in student-staff partnership. *Student Engagement in Higher Education Journal*, 2(1), 12-29.
- Roberts, P. (2018). Developing reflection through an ePortfolio-based learning environment: design principles for further implementation. *Technology, Pedagogy and Education*, 27(3), 313-326.
- Slepcevic-Zach, P., & Stock, M. (2018). ePortfolio as a tool for reflection and self-reflection. *Reflective Practice*, 19(3), 291-307.
- Wiggins, G. P., & McTighe, J. (2005). *Understanding by design*. ASCD.

Co-Creating “5 Moments That Matter” Through Student-Staff Partnership: Revisiting the Challenge of Engaged Teaching

Western Sydney University Student Partner team

Western Sydney University, Australia

Contact: Associate Professor Tai Peseta t.peseta@westernsydney.edu.au

It's a resource that has teachers at Western Sydney University talking. Based on “student feedback, pedagogy and research” (Academic Senate, 2024, p.2) and focusing on five key areas of the teaching and learning experience, the [5 Moments that Matter \(5MtM\)](#) aims to tackle the wicked problem of how to create education environments that are engaging for both teachers and students at the University. And it comes from a place of being informed; informed by the research (Bass, 1999); informed by student feedback data; and informed by students' lived experiences. 5MtM is the result of a collaboration between WSU's Engaged Teaching Project choosing to partner with the [WSU Student Partner team](#) to co-create a resource with impact. It's filled with tools and activities that teachers on the ground can easily implement into their subjects. For the next year or so, the WSU Student Partner team is partnering with schools to run workshops with teachers, tutors, subject coordinators, and teaching leaders to embed the 5MtM across degree programs. In this presentation, we describe the co-creation and implementation of the 5MtM resource and offer examples of our work with schools. There are several tensions and paradoxes for discussion, among them this one: how does an engaged group of students (Student Partner team) tap into an experience of authentic ‘disengagement’ in their efforts to improve learning and teaching alongside staff?

The 5MtM is the latest in a long line of strategic education initiatives that the WSU Student Partner team has been involved in since their establishment in 2017 as part of the 21C Transforming Curriculum initiative – now completed. Drawing on principles of co-inquiry developed internally by the team: reciprocal curiosity, common purpose, shared responsibility, collective reflection, adaptive capability, and unique contribution (Suresh et al., in preparation), the team of 10 student partners and one professional staff member – Samuel Suresh, Lilly-Rose Saliba, Jen Alford, Tamima Rahman, Jackson Edwards, Claire Brownlie, Eda Yuksel, Chris Long, Jana Beleska, Shree Jobanputra and Ishi Dixit - are located centrally in the Education Division, and are paid for their time and effort.

References:

Bass, R. (1999). *The Scholarship of Teaching: What's the Problem?* Inventio: creative thinking about teaching and learning, 1(1) <https://my.vanderbilt.edu/sotl/files/2013/08/Bass-Problem1.pdf>

Suresh, S., Peseta, T., Saliba, L-R., Edwards, J., K. Newell (in preparation). From a ‘beautiful mess’ to ‘institutional conditions’: (at)tending to the environment for growing Student-Staff Partnership (unpublished)

Western Sydney University (2024), *Academic Senate Outcomes Report*, Meeting 24/02

Enhancing Student Experience Through Collaboration: The Early Feedback Task Survey

Fisher, Genalor; Sullivan, Maeve; Tian, Ivy; Walker, Karen

University of Sydney, Australia

Contact: Maeve Sullivan msul8976@uni.sydney.edu.au

The University of Sydney, Faculty of Arts and Social Sciences (FASS) Student Partner Program is an extra-curricular volunteering and leadership development program that provides students with the opportunity to make an impact on the student experience in the faculty through student-led, staff-supported, projects. Through this program Student Partners including Maeve and Ivy—representing the School of Arts, Communication and English (SACE)—collaborated with Academic Staff Partners, supported by the FASS Student Affairs and Engagement (SAE) Team led by Karen Walker, to deliver an impact evaluation project. This collaboration fostered the co-design of an Early Feedback Task Survey (“the EFT Survey”) in Semester 1 of 2024. The Survey gathered data on students’ experiences with their first-year unit pre-census date assessment tasks, focusing on utility, relevance, feedback and support.

The Student Affairs and Engagement Team, alongside the Educational Design and Innovation Team, reviewed the data. Maeve on behalf of all FASS Student Partners presented the findings to the Dean of FASS, creating a student-led, evidence-based response to the first iteration of the EFT Survey. This fostered a meaningful dialogue between students, university staff and faculty that the Student Partner Program facilitates. The 600 responses collected will inform future improvements of the EFT across FASS.

This case study demonstrates how the practice of constructing an EFT Survey aligns with the principles of Students as Partners (SaP). This concept is defined as a “reciprocal process through which all participants have the opportunity to contribute equally ... to curricular or pedagogical conceptualisation, decision-making,” (Cook-Sather, Bovill & Felten, 2014) and a “relationship in which all involved students, academics, professional services staff ... are actively engaged in and stand to gain from the process of learning and working together” (Healey, Flint and Harrington, 2016). With 71% of students finding the EFT useful for future academic success, the benefits of student and staff collaboration at the University of Sydney are evident. Student Partners and staff are motivated to reach more students in future surveys to boost this percentage and Student Partners are encouraged to keep advocating on behalf of their peers.

Key recommendations from the EFT Survey include continuing student-led surveys in Semester 2 2024 and for second-year level units in 2025 as they have shown significant success when distributed to students and staff alike. This demonstrates how Student Partners, advocating on behalf of their peers with the aim of improving their studies, can foster “a joint endeavour to shape and influence university teaching and learning” (Matthews, 2016).

References

Cook-Sather, Alison & Felten, Peter & Bovill, Catherine. (2014). *Engaging Students as Partners in Learning and Teaching: A Guide for Faculty*. Joessey-Bass.

Healey, Mick & Flint, Abbi & Harrington, Kathy. (2016). Students as Partners: Reflections on a Conceptual Model. *Teaching and Learning Inquiry*. 4. 10.20343/10.20343/teachlearningqu.4.2.3.

Matthews, Kelly E. (2016) *Student as Partners as the Future of Student Engagement*.

Partnership in Action: The Students as Change Agents Program

Moeinisam, Sophie; Page, Jules

Murdoch University, Australia

Contact: Sophie Moeinisam Sophie.Moeinisam@Murdoch.edu.au

The *Students as Change Agents* program at Murdoch University is a student partnership initiative designed to create positive university changes. Aligning with principles of student-staff collaborations created by Cook-Sather et al. (2014), this extra-curricular program empowers students to lead projects on strategic themes of sustainability, equity, diversity, inclusion, and First Nations. The program upholds values of authenticity, integrity, respect, inclusivity, and openness while encouraging partnership responsibility, transparency, and flexibility (Bovill et al., 2016).

By integrating undergraduate, postgraduate and international student perspectives into university improvements, educational experiences for broad student cohorts are enhanced. Students can choose to work individually or in groups, with mentorship from staff across various departments. Students receive \$1,500 of project funding, and up to \$3,500 in honorariums is exchanged for the time and effort invested into each project.

Operating on principles of co-design and shared decision-making, students develop proposals into actionable plans with guidance from staff mentors to implement ideas. These collaborations optimise outcomes for student experiences and institutional operations. Regular checkpoints provide continuous support and collaboration, facilitating equal contributions from students and staff (Cook-Sather et al., 2014). Free customised workshops cover project management, teamwork, and presentation skills training, further enhancing employability and graduate attributes. This model reflects diverse student perspectives and voices, which inform and satisfy evolving university needs.

Whilst some projects are not immediately successful, the iterative feedback process enhances outcomes. Conversely, successful projects have demonstrated a lasting impact on the university community through continuous improvement, innovation and growth. More importantly, the program increases engagement and metacognition among students and staff, showcasing the transformative potential of student-staff partnerships (Healey et al., 2014). Receiving a Vice Chancellor citation award in June 2024, Murdoch University's *Students as Change Agents* program is a commendable, research-based model for other institutions seeking to engage students in driving educational innovation and enhancing the student experience.

References

Bovill, C., Cook-Sather, A., Felten, P., Millard, L., & Moore-Cherry, N. (2016). 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), 195-208.

Cook-Sather, A., Bovill, C., & Felten, P. (2014). *Engaging Students as Partners in Learning and Teaching: A Guide for Faculty*. Jossey-Bass.

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

The “First in Family” Pilot Podcast Project

Setter, Jane; Dewar, Lily

University of Reading, United Kingdom

Contact: Jane Setter j.e.setter@reading.ac.uk

A recent report for the Nuffield Foundation (2020) indicates first-generation (First-Gen) students are more likely to drop out of university. Podcasting as a form of mass online communication in education is gaining in interest. (Strickland et al. 2021). The aim of this Students as Partners (SaP) project was to research and pilot a podcast entitled “First in Family”, aimed at First-Gen students (current students or graduates), with a view to ascertain how we can best encourage and support such students through this medium. The pedagogic values and principles underlying this project are that students and staff should bring their individual skills and knowledge together to deliver a powerful tool to help First-Gen students learn more about and ultimately succeed in Higher Education.

This extra-curricular project involved six First-Gen students (lead: Lily Dewar) and five staff members (lead: Jane Setter, also First-Gen) from two Schools at the University of Reading, UK. We obtained funding from the University of Reading’s *Partnerships in Learning and Teaching* (PLanT) and initiated and completed the following activities: researching common problematic issues for First-Gen students; researching the features that make successful podcasts engaging; researching the logistics of creating podcasts (e.g., equipment, music, visuals, hosting platforms, costs); creating a format for our podcast; producing a pilot podcast episode; conducting market research on the pilot in the form of a survey.

The outcome of this project was the pilot podcast (see link below), featuring an interview with student partner Jake Ishiguro-Shute, circulated on YouTube from 11th March 2024 and disseminated mainly through social media accounts and mailing lists. It accumulated more than 450 views and resulted in 23 feedback responses. Reactions were largely positive, with a mean score of 4.2 out of 5 for “the episode was informative” and “I would listen to further episodes”. The length of the pilot episode was thought to be slightly too long, and it was suggested that the interviewer clarify the purpose of the podcast at the start. It represents what we hope is a first step in this process which will lead to a podcast series, interviewing First-Gen students, graduates, supporters (e.g., families) and well-known people who were first-generation students. We will use the feedback to develop a further student partnership bid for larger-scale funding to produce a monthly podcast.

References

(2024). Pilot! First In Family Podcast. Available at <https://www.youtube.com/watch?v=mxBLePua52I> [Retrieved 12/07/2024]

Nuffield Foundation. (2020). “First in family” students are more likely to drop out of university. Available at <https://www.nuffieldfoundation.org/news/first-in-family-university-students-need-more-guidance-navigating-education-system> [Retrieved 15/11/2023]

Strickland, B. K., Brooke, J.M., Zischke, M.T. & Lashley, M.A. (2021). Podcasting as a tool to take conservation education online. *Ecology and Evolution*, 11(8), 3597-3606. DOI: 10.1002/ece3.7353



Session 3: Aspirations – Identifying aspirations

The ambitions we aspire to achieve in the next decade, as partnership practices and research expand and evolve to more places and spaces globally.

Offering 1: Wednesday 18 September 2:00am (AEST)

Offering 2: Wednesday 18 September 3:00pm (AEST)

This session runs for 1 hour. Offering 2 is the same session as Offering 1 – repeated to accommodate time zones.

Note that session will use [Miro board](#), and we recommend all participants join from a desktop computer.

About the session

Participants will be invited to reflect on their visions for SaP in the year 2034. The structure will include a group warm-up activity where participants will share their SaP aspirations and identify what actions might need to take place now to support these aspirations in the future. Participants will then be put into break-out rooms to co-create a 'time capsule' for SaP in the year 2034.

Following the session, all participants will be invited to submit an entry for a 'Voices from the Field' on their reflections from the workshop, which will be published in the [International Journal for Students as Partners](#).

This session is facilitated by a global team of students-as-partners researchers and practitioners, and includes:

- Professor Mollie Dollinger (Curtin University)
- Giedre Kligyte (University of Technology Sydney)
- Glenda Cox (University of Capetown)
- Christopher Ostrowdun (Leeds University)
- Fatima Iftikhar.

ACTIVITY 1

Your aspirations for the SaP field

Instructions

- Consider the question: **What would you like to witness in SaP practice/culture in 10 years time?**
- Individually, jot down some ideas using sticky notes and post them on the board on the right >>
 - This could include specific programs, policies, or initiatives
 - It can be creative and boundary-pushing!



In 2034...



Click to return to Contents page

So what do we need to do now to achieve this?



In 2024

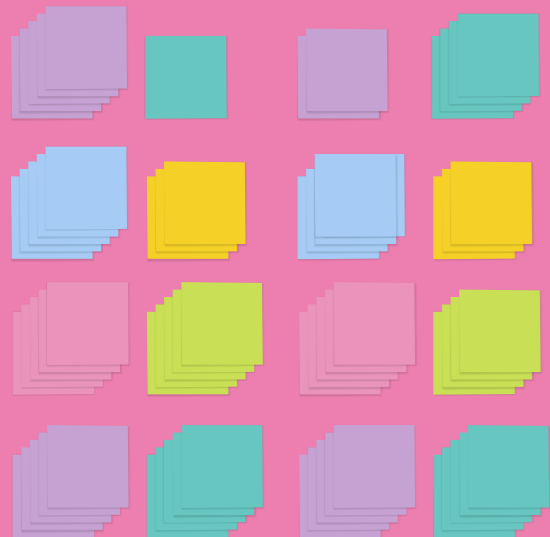


ACTIVITY 2

Time capsule

Instructions

- Jot down some ideas using sticky notes, responding to the 3 questions on the right >>
- Articulate 3 key insights from your breakout group to be shared with the whole room.



What in regard to SaP would you like to leave behind?

ineffective
teaching
practices

under
resourcing

cynicism

What in regard to SaP would you like to take with?

Cross-
collaborations.

Student
observations

blurred lines
between
academic and
student affairs

What do you hope it will be? (i.e., imagined futures of SaP)

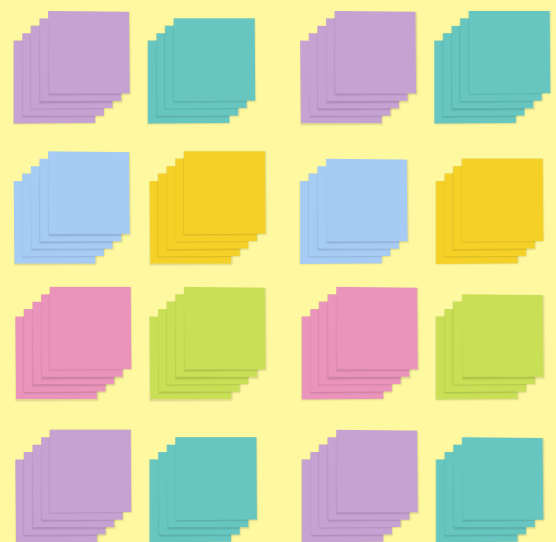
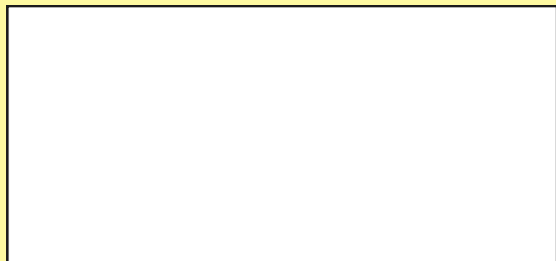
developing
students and their
capacity (learning
about assessment
and feedback; skill
development)

collaborative
workshops

SaP as standard
practice;
integrated part
of tenure and
promotion

ACTIVITY 2

Time capsule



What in regard to SaP would you like to leave behind?

Asking students to do this work only on a voluntary basis

only privileged students able to participate if compensation structure is limited

students feeling/taking on the traditional "boss/employee" relationship

What in regard to SaP would you like to take with?

Opportunities to support meaningful student development

Resources and research on engaging students as partners in teaching & learning

Opportunities for supporting students in self advocacy and professional development

What do you hope it will be? (i.e., imagined futures of SaP)

Students as partners work reward as part of teaching evaluations/tenure

Engaging students as 'normal' or 'typical' or 'expected' as part of teaching and learning

ACTIVITY 1

Your aspirations for the SaP field

Instructions

- Consider the question:
What would you like to witness in SaP practice/culture in 10 years time?
- Individually, jot down some ideas using sticky notes and post them on the board on the right >>
 - This could include specific programs, policies, or initiatives
 - It can be creative and boundary-pushing!

SaP practices are linked through global networks and communities of practice, allowing for cross-institutional and international collaboration. These networks foster shared learning, innovation, and advocacy for SaP principles worldwide.

The relational aspect of SaP is prioritized, recognizing the importance of relationships, empathy, and well-being in the partnership experience.

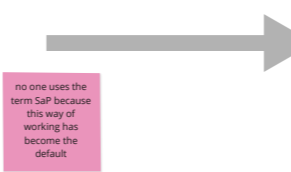
In 2034...



Click to return to Contents page

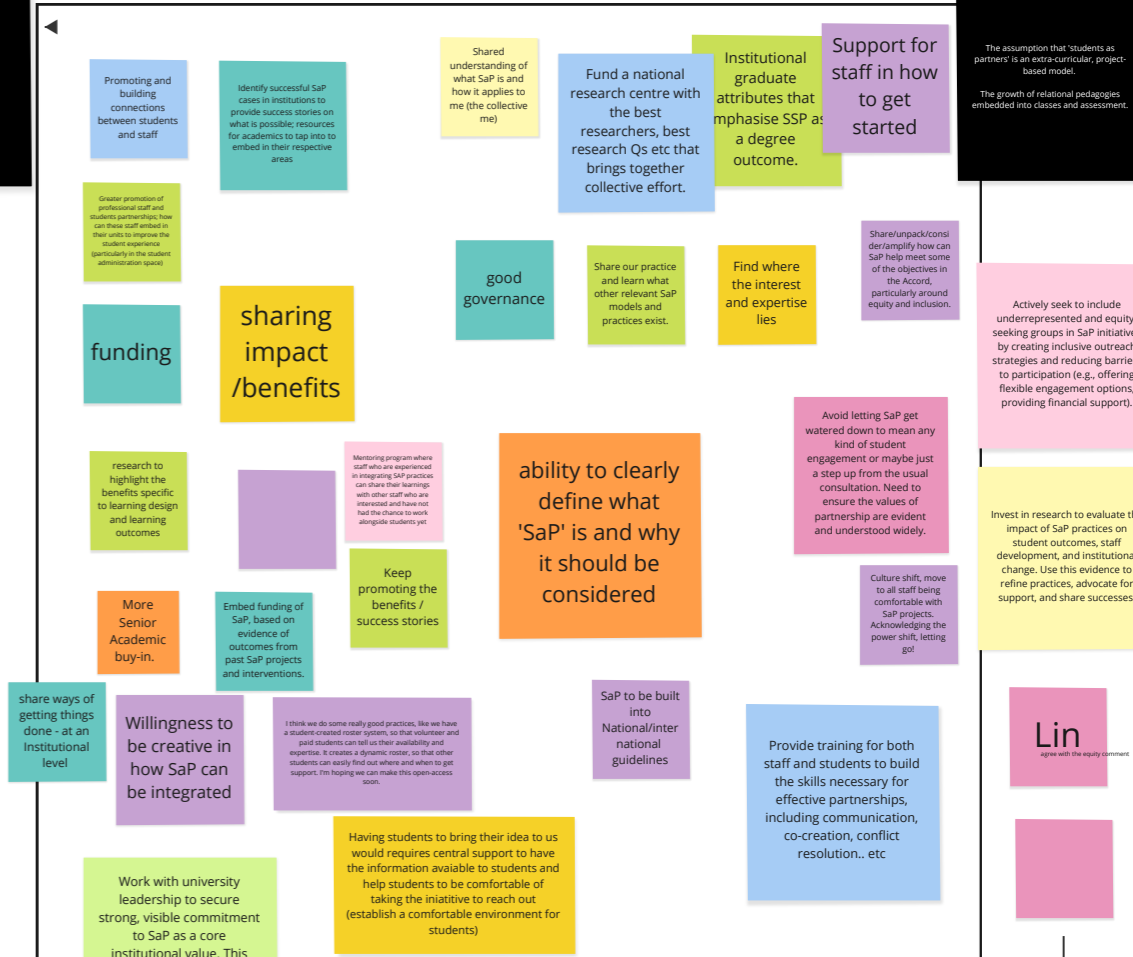
There is less talk about engaging students as partners because we have moved past that need. Academics are better prepared/recognised for teaching, and co-design is baked in. There is a shift toward pedagogical agency, autonomy, and cohesion and what ownership for learning as learners looks like in higher education.

So what do we need to do now to achieve this?



SaP becomes a core element of professional development for both staff and students, highlighting its importance in fostering critical skills like collaboration, communication, leadership, and co-creation. Training programs and resources are widely available to build capacity for effective partnerships.

In 2024

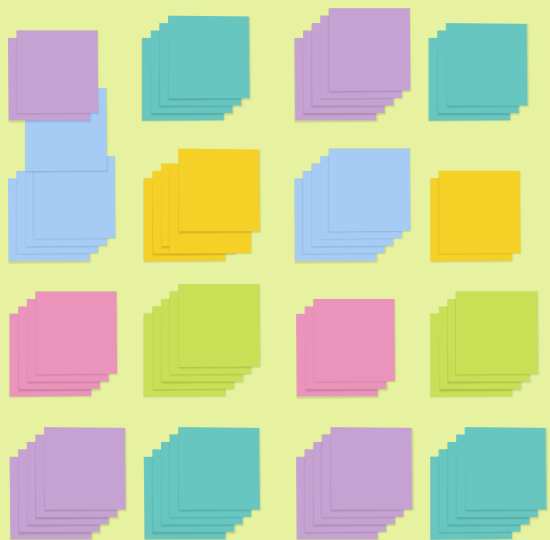


ACTIVITY 2

Time capsule

Instructions

- Jot down some ideas using sticky notes, responding to the 3 questions on the right >>
- Articulate 3 key insights from your breakout group to be shared with the whole room.



What in regard to SaP would you like to leave behind?

Trying to find a balance to welcome into the space but also progressing the work around it - not being in a continual place of explaining what things are

How could we push the edges of the project further forward?

Restricted funding and project support from senior leadership

Restrictions to certain groups of staff within the university - largely focussed around academia and program/course design

What in regard to SaP would you like to take with?

All interactions with the students created the partnership - small, incidental check-ins with students (coffees, emails). If you don't have the resources to do this, it can be seen as tokenism. Students appreciated the check-ins

Energy and passion that students bring to the co-design process

Funding continuation, particularly in light of the upcoming international caps. Creates a lot of good will; takes student ideas

Relational aspects - always working on making some thing better, giving space to usual day to day practice. Working to improve the experience - positive interactions, sharing of perspectives very valuable

What do you hope it will be? (i.e., imagined futures of SaP)

University senior leadership (DVC, President) support and accountability - there are real outcomes

More embedded routines for the implementation of SaP programs - rather than an ad-hoc approach

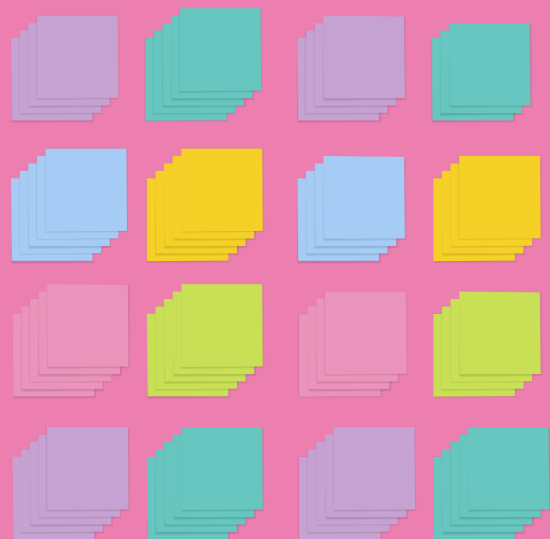
What processes will be in place to support the implementation and sustained outcomes from the projects

ACTIVITY 2

Time capsule

Instructions

- Jot down some ideas using sticky notes, responding to the 3 questions on the right >>
- Articulate 3 key insights from your breakout group to be shared with the whole room.



What in regard to SaP would you like to leave behind?

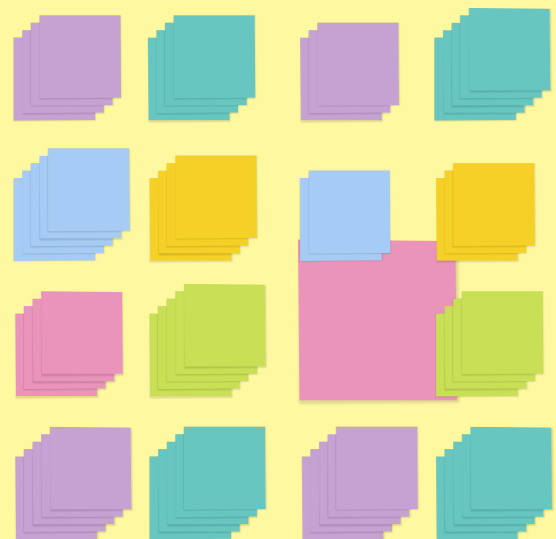
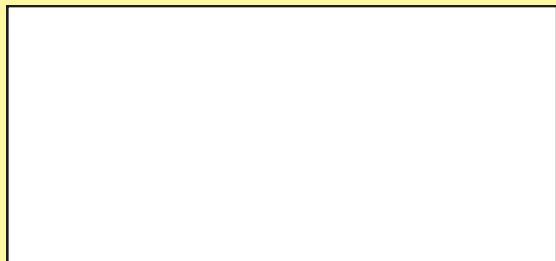
What in regard to SaP would you like to take with?

1. students' energy -
2. Ongoing commitment to inclusion and equity
3. whole of institution approach (micro, meso, macro etc)
4. Nourishing the democratisation of SSP practices
5. Continue to build relationality
6. Critical scholarship

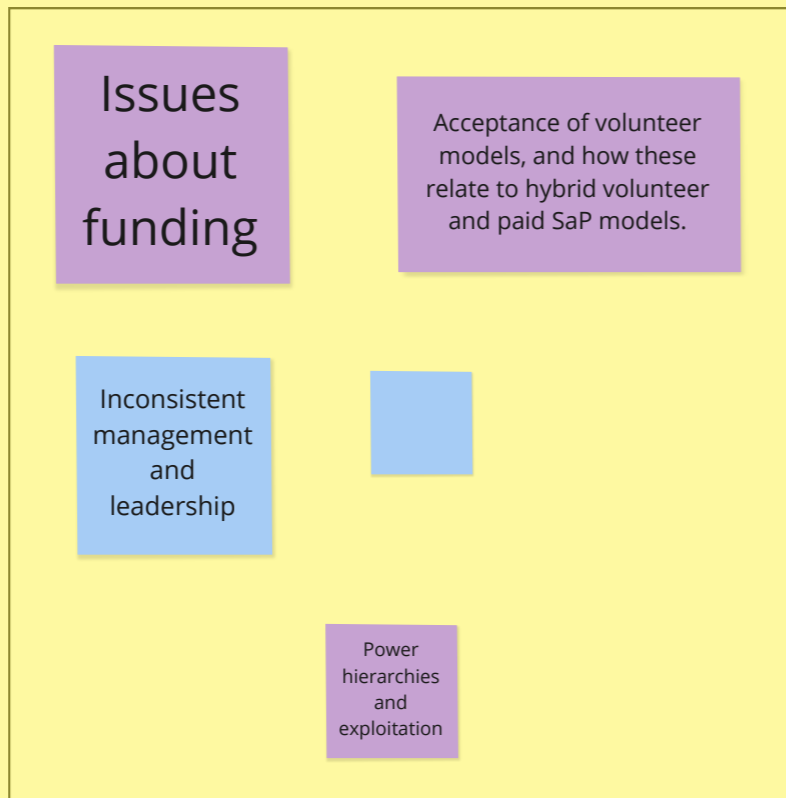
What do you hope it will be? (i.e., imagined futures of SaP)

ACTIVITY 2

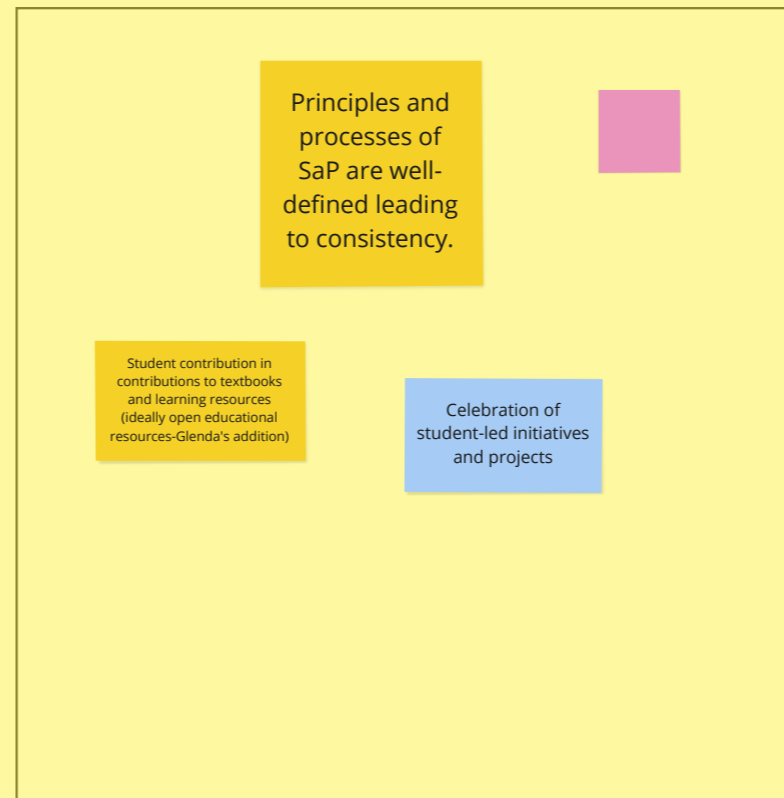
Time capsule



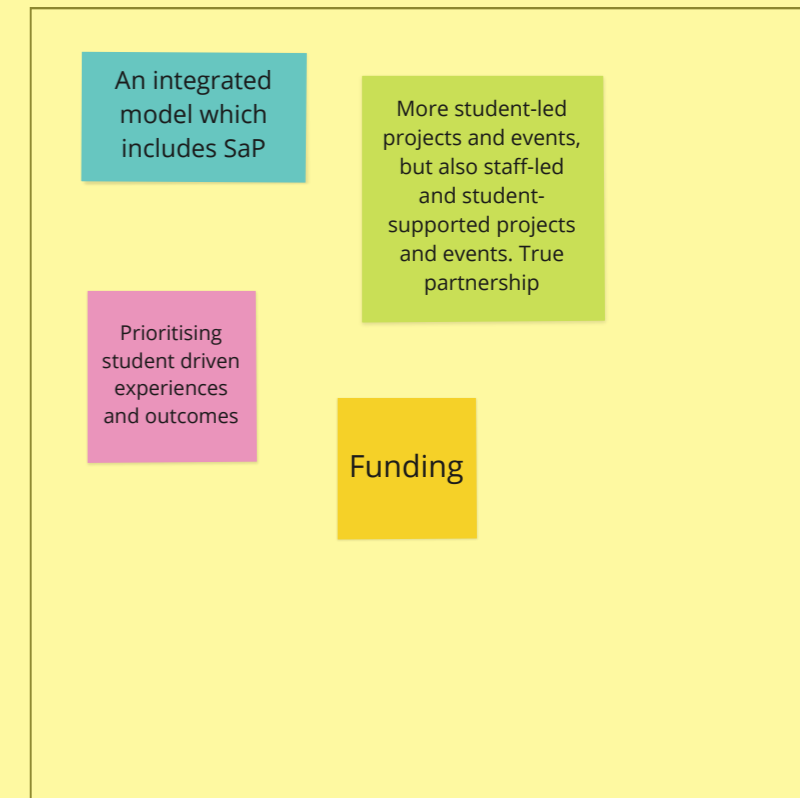
What in regard to SaP would you like to leave behind?



What in regard to SaP would you like to take with?



What do you hope it will be? (i.e., imagined futures of SaP)



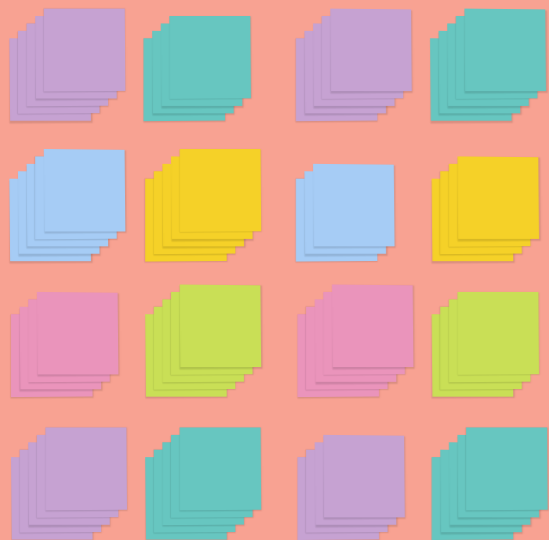
[Click to return to Contents page](#)

ACTIVITY 2

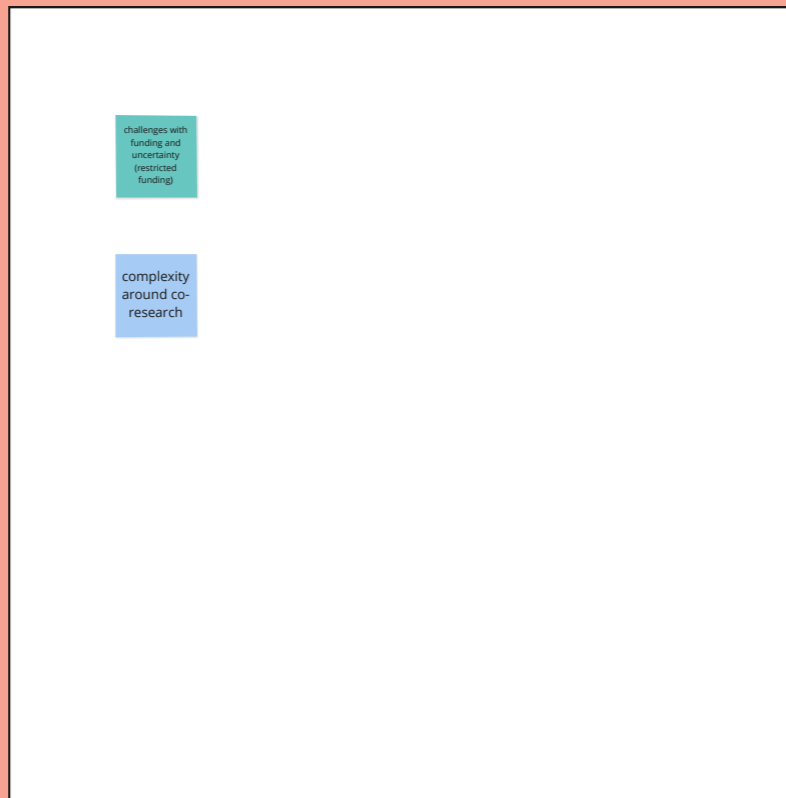
Time capsule

Instructions

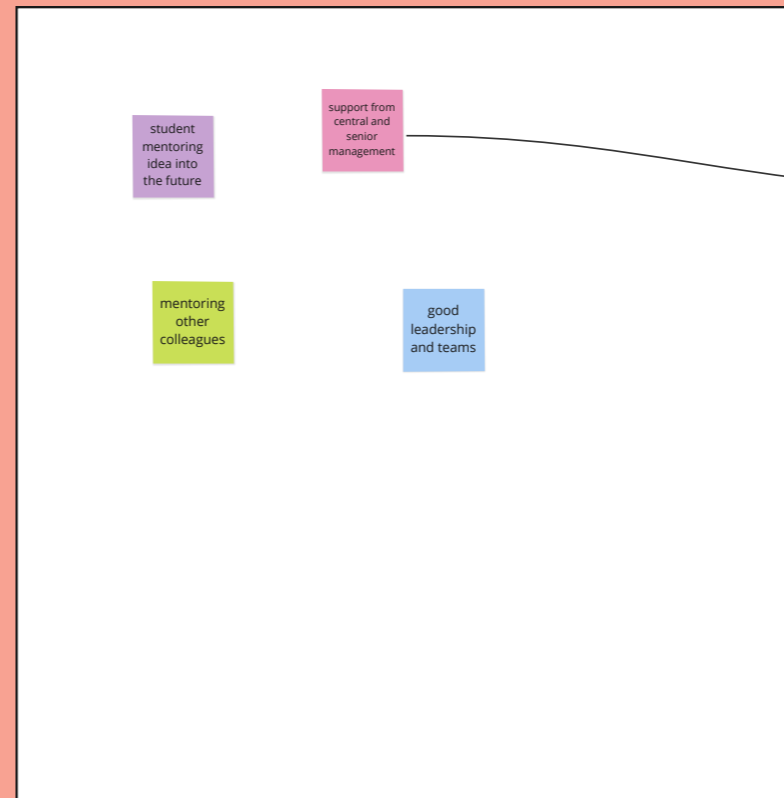
- Jot down some ideas using sticky notes, responding to the 3 questions on the right >>
- Articulate 3 key insights from your breakout group to be shared with the whole room.



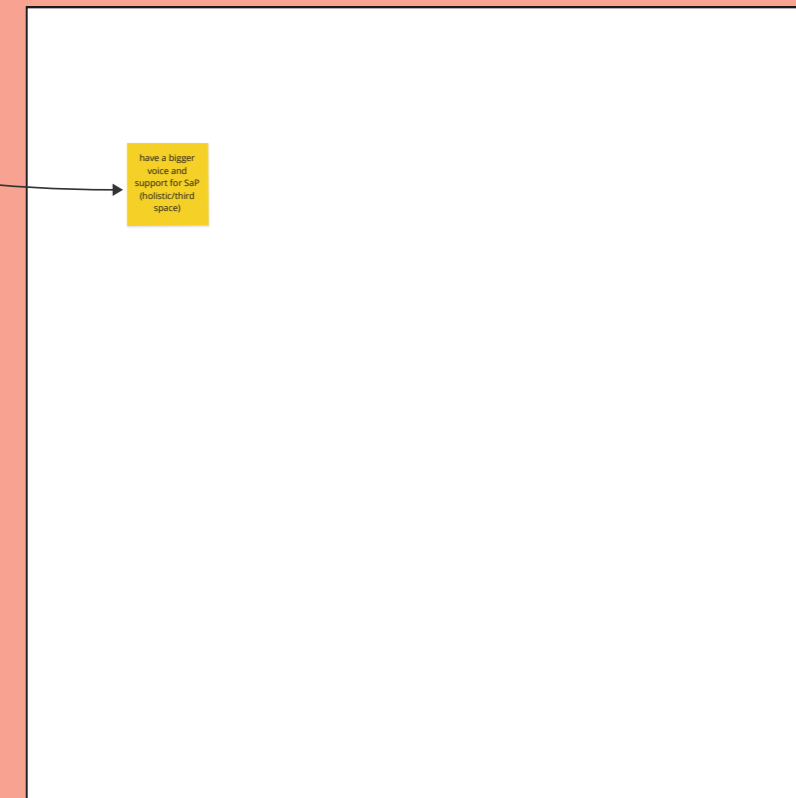
What in regard to SaP would you like to leave behind?



What in regard to SaP would you like to take with?



What do you hope it will be? (i.e., imagined futures of SaP)



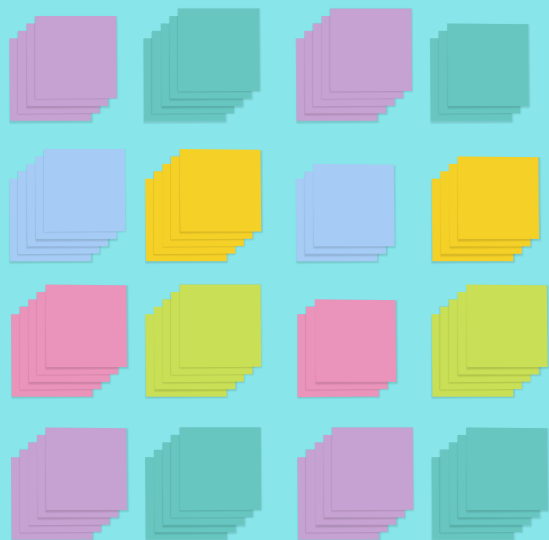
[Click to return to Contents page](#)

ACTIVITY 2

Time capsule

Instructions

- Jot down some ideas using sticky notes, responding to the 3 questions on the right >>
- Articulate 3 key insights from your breakout group to be shared with the whole room.



What in regard to SaP would you like to leave behind?

can relate 'leave behind' to a legacy piece or to jettison...

lack of understanding/clear definition

ambiguity of what fits under the banner of partnership

What in regard to SaP would you like to take with?

How passionate people get when they understand the benefits and get to experience working in partnership

the growth in how many institutions are implementing/ exploring SaP

understanding partnership as a process and not an outcome

What do you hope it will be? (i.e., imagined futures of SaP)

permission to explore and have fun/ get creative (less anxiety around 'am i doing this right!')

Not feel that you have to validate and sell SaP, it's just how we do things.

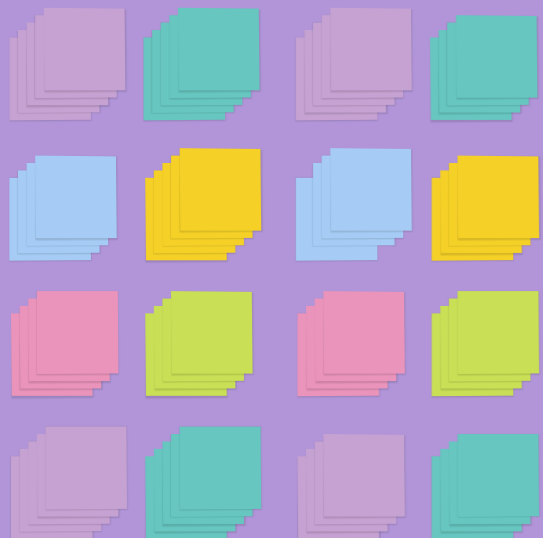
Expertise is understood differently within academic institutions. Not something to be protected but something to be explored and developed!

ACTIVITY 2

Time capsule

Instructions

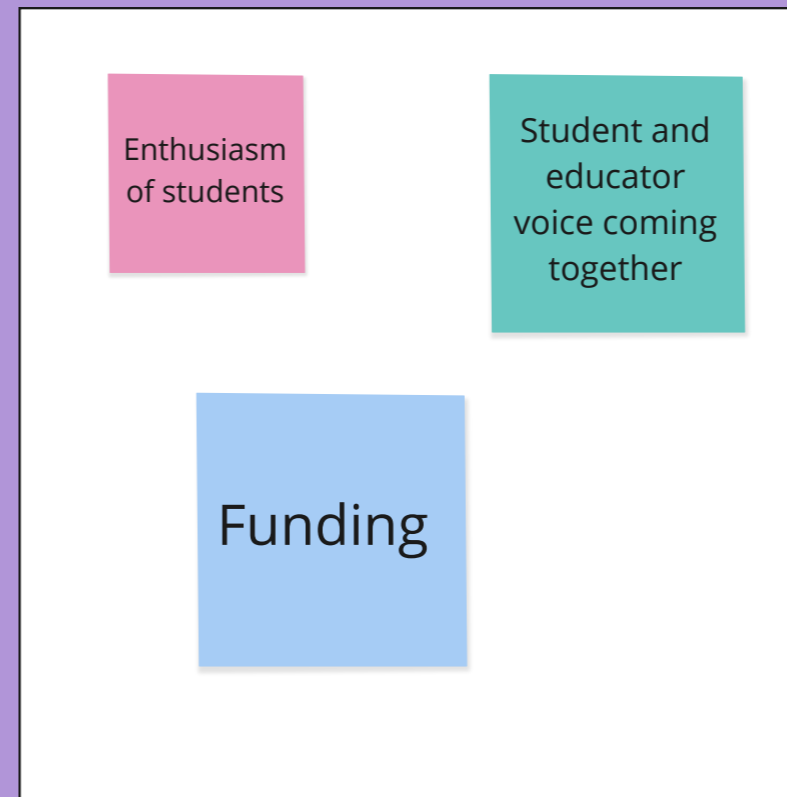
- Jot down some ideas using sticky notes, responding to the 3 questions on the right >>
- Articulate 3 key insights from your breakout group to be shared with the whole room.



What in regard to SaP would you like to leave behind?



What in regard to SaP would you like to take with?



What do you hope it will be? (i.e., imagined futures of SaP)

