



Practical Examples: 2018

Resource of real practices and programs

This resource draws together a range of real and practical case studies and highlights a selection of exemplary programs. It was co-created for the 2018 [International Students as Partners Institute \(ISaPI\)](#) and supported through an [Australian Learning and Teaching Fellowship](#).

The **aim** is to share a range of practical case studies and programs that illuminate the diverse and creative ways that engaging students as partners in learning and teaching is translated across an array of contexts.

Case Studies

Included:

1. Short case studies from 4 ISaPI 2018 workshop participants

Available online:

1. Mick Healey's [Students as partners and change agents handout](#) with over 50 short case studies
2. Over 30 case studies from the [Australian Students as Partners Network](#)
3. Explore 4 case studies on [Engaging Students as Partners in Global Learning](#)
4. Reflective essays on partnership practices in [Learning and Teaching Together in Higher Education](#)
5. Around 10 extended case studies in the [International Journal for Students as Partners](#)

Inspiring Programs

1. [Students as Learners & Teachers](#) (SaLT) at Bryn Mawr, USA
2. [Student Partner Program](#) at McMaster University, Canada
3. [Student Fellow Scheme](#) at University of Winchester, UK
4. [UCL ChangeMakers](#) at University College of London, UK
5. [Students as Curriculum Partners](#) at University of Western Sydney, Australia
6. [Australian Students as Partners Network](#) at University of Queensland, Australia
7. Add yours! Email k.matthews1@uq.edu.au



Case Study: Education

Redesigning Online Spaces for a Bachelor of Education Program

This project involved redesigning the online learning environment (learning management system) used by Bachelor of Education students during their in-school practicums. The online environment supplemented the practicum as a place for students and instructors to engage in discussions about their day-to-day experiences in schools. The project aimed to make the environment more interactive and functional by incorporating the principles of Universal Design for Learning. A parallel goal of the project was supporting the graduate student partners in their development as researchers and professionals as they looked toward academic careers.

A group of five graduate students wish to engaged in a collaborative project and approached two faculty members in pursuing, and receiving, a two-year Scholarship of Teaching and Learning grant. The students primarily led the partnership while working closely with faculty for support, mentorship, and guidance. Students were involved in all aspects of the research from design, data collection, analysis, and dissemination through conferences and publications. The project was successful in delivering the learning environment, but also in fostering a meaningful research partnership.

Students gained valuable research skills while learning the nuances of being an academic professional. At the same time, faculty members valued the students' perspectives of being students and their expertise in areas faculty did not have. There was also a strong sense of collegiately where roles and responsibilities were shared among students and faculty members. Perhaps the simplest, yet strongest, sign of success was when the team members wished the project did not have to end.

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Case Study: Peer Connections

Faculty partnering with Peer Educators in the classroom

The aim is to find optimal ways for faculty to include Peer Educators (from San Jose State University's *Peer Connections* services) in their courses.

In practice, faculty who would like to work with a Peer Educator (or are requested to do so by their department) request a peer educator and sometimes also list some suggested students for this role. (Technically there are 3 different Peer Educator roles, all of which are paid jobs for students at San Jose State University). Students are paired up with a faculty member and go through an intensive week of training about university services and working in their particular role. Faculty meet with their Peer Educator(s) to determine course-specific roles and responsibilities including when they will meet with students and/or hold study sessions and/or run activities in the classroom.

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Case Study: Arena Centre for Research-based Education, University College London

Shaping research-based education with students

The aim of our book project “Shaping Higher Education with Students: Ways to Connect Research and Teaching”¹ was to create a novel knowledge base of higher education pedagogies from students’ and staff perspectives. The knowledge base takes the form of a collection of critical reflection essays with editorial commentaries and contextual materials, which are presented under the unifying theme of research-based education through student-staff partnerships in our edited volume. The main purpose of the knowledge base is to provide educators (UCL and beyond) with a new type of scholarly materials – by students from across UCL working in collaboration with academics – for informing practice and developing wider perspectives on research-based education.

In order to achieve this overall aim of the book project, the R=T (Research equals Teaching)² initiative carried out the following activities in 2015-2017:

- Forming and supporting a community of more than 80 leading research-based educators, academics and UCL students from a wide spectrum of disciplines (24 Departments/ 10 Faculties at UCL) for the collaborative scholarship project;
- Identifying, exploring and writing up on a set of topics on research-based education from the student perspectives, by taking a holistic view of the UCL Connected Curriculum³ and linking them to a diverse range of innovative pedagogical practices; and
- Developing a coherent collection of book chapters into an edited volume with contextual materials for the UCL communities and beyond.

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Case Study: Educational Enhancement

UCL ChangeMakers Projects

UCL ChangeMakers Projects were originally set up in 2014 to support student change agent projects; where students had an idea for making a change to enhance the learning experience of students at UCL. UCL ChangeMakers provided funding, support and a stipend of £150 for lead students and £50 for support students to empower them to act on their ideas. In 2014/15 we supported 10 projects.

Since then, the scheme has expanded considerably and we are currently supporting 64 projects in 2017/18. One of the key contributors to this expansion has been a shift in focus to student-staff partnership projects. Both students and staff can apply for funding and support, but projects must evidence a partnership approach where students take on a role that empowers them and they are able to take on responsibility and joint-ownership of projects. Strategically, this approach has aligned various pools of funding into one centrally supported initiative that is helping us move towards achieving an over-arching aim that all educational enhancement projects are conducted in partnership with students.

UCL ChangeMakers plays an enormously important role in helping drive forward the projects and provides them with the support that gives them the best chance of success. These projects ask students to redefine their role at UCL, which can be both transformational and challenging. Equally, working in genuine partnership can be new ground for both staff and students. As such we offer a lot of face-to-face contact, as well as peer support sessions and workshops so that teams can share their learning with each others. These provide frequent opportunities to help teams reflect on their project, to define their goals, celebrate successes and work through any challenges in a friendly and supportive environment that proves to them the university is genuinely interested in the contributions they are making through their projects.

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