



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:

- ☐ 70+ case studies from 4 ISaPI 2018 workshop participants
- ☐ Brief case studies of 11 pilot projects from the ISaPI 2018 workshop facilitators

Available online:

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

Inspiring Programs

- ☐ [Students as Learners & Teachers \(SaLT\)](#) at Bryn Mawr, USA
- ☐ [Student Partner Program](#) at McMaster University, Canada
- ☐ [Student Fellow Scheme](#) University of Winchester, UK
- ☐ [UCL ChangeMakers](#) at University College of London, UK
- ☐ [Students as Curriculum Partners](#) University of Western Sydney, Australia
- ☐ [Australian Students as Partners Network](#) University of Queensland, Australia
- ☐ 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

What are the aims/goals of your 'Students as Partners' initiative?

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

How does your 'Students as Partners' initiative practically work?

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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WORKING TOGETHER AT THE UNIVERSITY OF QUEENSLAND (UQ)

Engaging students & staff through learning partnerships

Overview

In 2017 the UQ piloted 11 partnership projects to expand the implementation of *Students as Partners* across UQ. These pilots, funded through and managed by the UQ Student Strategy Team, engaged 29 students and 22 staff working together in partnership across a range of projects.

2017 Pilot Project Case Studies

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PARTNERSHIP CASE STUDY

Pilot 1: Incentivising and rewarding student-staff partnership at UQ

Thomas Bott, Julie Duck, Ellen Dearden, Sarah Ritchie, Georgia Sullivan, Dino Willox, Andrew Woodrick

Overview

Project: Investigate student and staff recognition mechanisms to incentivise collaboration between students and staff

Aims

This project aimed to:

- Investigate international best practice for recognising students and staff working in partnership
- Investigate existing student and staff recognition mechanisms at UQ
- Provide recommendations for translation of those findings to inform the Students as Partners program design, with appropriate options specific to each of the four streams
- Produce fact sheets of student and staff recognition options that are no/low cost and moderate cost

Methods

Student partners conducted a literature review to determine international best practice for recognising students and staff working in partnership. Staff partners identified existing formal recognition mechanisms for staff via an online search. The available data were reviewed and, via a group brainstorming process, recommendations for rewards and incentives were put forward for the four streams of Students as Partners: Teaching Consultants, Project Fellows, Student Representatives and Community of Practice.

Learning

Our team learned that working in a Students as Partners project is challenging, as per the challenges outlined at the induction. Our project team was challenged by:

- Participants' limited time for the project work
- Senior staff have limited availability so think best how to use their time
- Unclear roles and responsibilities at the outset
- Failure to create an authentic partnership at the outset - staff taking a directive role
- Failure to develop a set of shared expectations about how to work together

Our learnings for future projects:

- Spend more time at the beginning talking about the project
- Discuss roles, responsibilities, capacity and limitations at the beginning
- Meet more regularly, talk more!
- Check in on roles, responsibilities, capacity and limitations regularly.
- Evaluate up front if there are sufficient resources (time/staff) available to do the project
- Seek external help earlier if things aren't working out.

Outcomes

- Met and worked with a great team of people
- Literature review of Incentivising Students as Partners for Students and Staff - International perspective and scan of formal UQ rewards and incentives available to staff
- Recommendations for Incentivising Students as Partners for students and staff

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PARTNERSHIP CASE STUDY

Pilot 2: Audit of Student Engagement on UQ Teaching and Learning-related Committees

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Overview

The objective of the Students as Partners (SaP) program at the University of Queensland (UQ) is to harness student and staff creativity through collaborative partnerships to enhance teaching and learning outcomes. To achieve the enhancement of teaching and learning outcomes, student engagement with Teaching and Learning (T&L) Committees was the focus of this project.

Given its importance, an audit of student engagement on these committees was undertaken as a fundamental first step. It is fundamental as it identifies areas of good and lacking practice, thereby informing recommendations moving forward for stronger partnership in the future. The audit was supplemented by a literature review to examine the procedures of other domestic and international institutions for application at UQ.

Aims

There were several aims of the project which included:

- Identification of T&L and other related committees to audit for student engagement;
- Production of a matrix summarising each Faculty's student representation program, coupled with the integration of outcomes from the 2016 Teaching and Learning Governance Project Proposal;
- Recommendations for the design of an institutional SaP program;
- Provision of findings for Pilot 5 concerning the development of student representation training resources for staff and students.

Methods

The main task of the project centred on an audit of School T&L Committees and other related committees around the University. This audit extended upon a pilot project (Enright, ITaLI Fellowship, 2017) undertaken within the Faculty of Health and Behavioural Sciences that sought to examine their student representation mechanisms and drew on methods and tools developed through that pilot.

To begin the audit, each of the student partners identified a faculty with which they were affiliated. The students contacted the appropriate T&L chairs via email in each School and asked them to respond to a series of questions, either in person or via an electronic survey. The questions focused on student engagement and participation and remained the same regardless of the method chosen by the T&L chairs. The feedback generated through the questions was then collated and placed into a matrix for analysis. Though not required, some student partners attended T&L meetings to gather further information. An email was also sent to the Associate Dean (Academic) (ADA) of each Faculty to ascertain whether there were any Faculty mechanisms through which student representatives were recruited.

Though not the primary task, the literature review remained a key component of the project. The scope of the review was on student engagement and participation. The findings were then compared against general UQ practices.

The recommendations section was informed by the audit, the literature review and the analysis of findings. Drawing on these three outputs, best practices were devised for the level of student representation on T&L Committees, training requirements, support, and recognition, among others.

Learning

As a team we found that a functional and successful partnership arises when students and professional staff equally contribute to the program, thereby creating a shared responsibility framework. Moreover, sharing insights and skills, and listening respectfully with each other helped the team to work effectively and efficiently.

The primary challenges the group faced were; (i) communication; and (ii) time constraints.

Maintaining efficient communication within a large group was difficult. To combat this issue, our group sought to meet every week face-to-face to delegate tasks and set key action items. However, for a large majority of the week, the students utilised Facebook while the staff predominately used email and Blackboard to share updates. While these do have their drawbacks, this appeared effective.

Our time constraint issues arose as all fellows were undertaking full-time work and study loads on top of the project, resulting in some partners being unable to contribute in the short-term. This was mitigated somewhat through having a large and diverse group from a range of faculties. In addition, effective delegation the group to continue making progress every week.

Outcomes

Within the literature review, it emerged unequivocally that student engagement and representation is a positive force for change which engenders a broad array of learning and cultural improvements in the wider community. Moreover, the papers did not give any indication as to how best to operate a partnership program, highlighting the fact that such a program must be tailored to the individual university. This allows UQ to flexibly develop a program which engages in genuine and unique partnership.

From the audit, it emerged that the University's approach to student engagement was largely variable, yet some similarities emerged in approach. Albeit, no School provided formal training for their student representatives. A number of Schools also provided little to no incentives for student partners. The biggest difference emerged in the recruitment processes of some Schools. Some utilised their associated student society whilst others found engaged students via email or word-of-mouth advertising. This variability, while a hindrance in most cases, does illustrate that flexibility in the process is permissible and in general, wanted.

However, while the program has the capacity to remain flexible, it must maintain a certain fixed structure else confusion arise within the University; a position was reinforced by the literature. Importantly, a standard structure for student representation on T&L Committees and other related committees is vital for consistency and longevity where traditional hierarchical systems dominate. Once traditional practices are replaced by partnership approaches, a more flexible method can be used. Nevertheless, the final structure must accommodate the various Schools in the University.

These findings were used to inform Pilot 5 concerning the creation of training resources for both staff and students.

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PARTNERSHIP CASE STUDY

Pilot 3: Designing the teaching consultancy stream of the UQ Students as Partners program

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Overview

This project was initiated with a view to understanding how students at UQ might be engaged in meaningful ways in enhancing teaching and learning. Based on an initial review of the literature and a small pilot undertaken on pedagogical consultancy in the Health and Behavioural Sciences Faculty (Enright et al, 2017), it was deemed necessary and timely to consider what this initiative might look like at an institution-wide scale as part of the UQ Students as Partners Program (UQSAPP) design.

Aims

There were several aims of the project which included:

- Develop partnerships among a team of students and staff
- Review international best practice on students as pedagogical consultants
- Outline pedagogical consultant practices at UQ
- Draw on UQ examples and international best practice to design a pedagogical consultants program for UQ as part of the proposed students as partners program

Methods

For the first half of the project, we met as a group every fortnight for an hour. For the second half of the project, we scheduled two hour meetings, although these became more sporadic as the semester drew on.

- We began by reviewing literature on student consultancy in higher education. We compiled all relevant articles into a 'literature table' and used this table to assist us in producing the first component of our project, a literature review. During the meetings held in this research and writing period, we had general discussions about the project and ensured everyone was on the same page (at the beginning, a fair amount of clarification was needed with regards to the project aims and goals). At the end of each meeting, we assigned tasks to each team member with the deadline being the next meeting. We went away and worked independently on our assigned tasks. When we came back together, we collectively reviewed everyone's work/discussed their progress. This process worked well until we got to the meaty parts of the project, at which point we had to change our approach.
- Working out the logistics of our student consultancy program required two hour meetings in which we discussed and produced project outputs as a group. Our earlier meetings had been held at a coffee shop, but the nature of these meetings required us to relocate to a room specifically designed for group work (small and intimate, walls you could write on, mounted monitor displaying a laptop screen). The logistics meetings required a lot of focus and debate. We worked systematically through the program, discussed points of contention where they arose and mapped out our solutions. At the end of each meeting, more tasks were assigned to each team member, but this was restricted to tasks that could be done individually. As the project progressed, the focus became more on meetings and collaboration than it did on independent work.

Learning

- Need to acknowledge that all partners coming to the table arrive from different backgrounds, understandings, and ways of working - need to make space for people to come to a shared understanding together which can be hard when project timelines are tight
- Good to create an environment where people feel comfortable raising discomfort (e.g. with process or direction of the project)
- Partnership is a learning process. You won't always 'get it right' - but that's ok
- Partnership should be viewed as a mindset or sensibility, not a formula. Successful partnerships are based more on relationships than on systems. It's important to be aware of the difference between the time-bound project you are all working on and the partnership itself, which provides the basic infrastructure for and the relationship to deliver the project.

Outcomes

The overarching purpose and outcome of this project was to create a vision for the implementation of an institutional-wide student-consultancy program at The University of Queensland by modelling existing international programs and tailoring them to fit within UQ's context. To this end, the team has compiled an extensive literature review on student-consultancy programs across universities in the US, UK, Canada, Australia and Hong Kong. The literature review includes individual case studies that explore the efficacy, scalability and cost associated with each model, but also reports more generally on the notable challenges of implementing such a program, and suggests some potential solutions. Drawing on lessons from the literature, the team has developed an actionable plan for implementing a soft-launch of the UQ Student Learning Experts program. The plan outlines the specifics of the model, including the expected time commitment from students and staff, a timeline for rolling out the program in Semester 1, 2018, as well as an accompanying budget that specifies the various program-associated costs and remuneration for students and administrative staff. In addition, the team has also created a portfolio of resources to assist with implementation. Specifically, these include expressions of interest forms for students and staff, selection criteria and guidelines for partnership. It is anticipated that these resources will be further developed and refined by the team in 2018.

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PARTNERSHIP CASE STUDY

Pilot 4: UQ Students as Partners Community of Practice

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Overview

The UQ Students as Partners (SaP) Community of Practice (CoP) creates space to explore, share, and improve partnership practices together to positively transform teaching, learning, and the student/staff experience (Khouri, Oberhollenzer, & Matthews, 2017). The CoP is open to all UQ students (undergraduate or postgraduate) and staff (academic or professional) interested in enhancing their partnership practices. Face-to-face meetings are held every 1.5 months. During these meetings, CoP members participate in a variety of activities that foster exchange, engagement and reflection such as case studies, article analysis, and workshops with experts. The topics are related to the practice of partnerships and include, for instance, increasing involvement of students and staff in SaP and facilitating genuine dialogue between partners.

Aims

The aim of the project was to:

- Implement the UQ SaP CoP.
- Promote engagement among the CoP members, especially within students.
- Enhance the current design of the CoP to make it more sustainable.
- Inform the future implementation of the CoP.

Methods

Three meetings were organised during Semester 2, 2017 (August 23, October 5, November 21). Email invitations were sent to the UQ SaP CoP mailing list, which included about 140 students and staff. A registration form was also included in the UQ SaP webpage (ITaLI, n.d.) to allow new people that were not in the mailing list to join the CoP. Similarly, the CoP members were encouraged to spread the word of the CoP within their own networks. On average, 30 members attended each meeting.

A wide range of topics were discussed during the semester. Facilitators were asked to include small group discussions and/or interactive activities. Meeting notes were sent after each session. In the initial session, student attendance was low. In response, the project team sent reminder emails and explicitly outlined the benefits of the CoP and importance of their participation, which in turn boosted attendance rates.

An evaluation of the first semester of implementation was conducted using a survey, which included opened-ended and closed-ended questions. This survey was answered by the members during the third meeting. The members who could not attend, were invited to answer the survey online. A literature review on CoP, with a special emphasis on sustainability, good practices and structure, was also conducted. Finally, the evaluation and the literature review informed the future design/implementation of the CoP.

Learning

Even though we had participated in partnerships before, working with new people, beyond our usual network, allowed us to learn and experience new partnership interactions. This, in turn, made us acknowledge the uniqueness of each partnership and the importance of being flexible and open to new dynamics.

We also learnt the value that diversity can bring to partnerships. We thought that our different experiences, expertise, and roles gave us a broader perspective of the different issues we discussed. Indeed, it was great to see how the strengths, abilities, and knowledge of each partner complemented the ones from the other members. However, as can be anticipated, sometimes this also entailed more negotiation

and longer conversations before finding a happy medium. Thus, we thought that it was important for the partnership to allocate extra time and express a genuine interest in listening to and valuing different ideas, regardless of our roles. Particularly, from a student-partner viewpoint, this contributed to building more equal relationships.

Along the same lines, to involve all the partners in the decision-making process (even with a simple question such as “What do you think?”) and keep each other informed helped us to feel that we were in an equal and collaborative relationship. Similarly, asking rather than assigning tasks was also an approach that helped to build a balanced partnership. For us, this was not only a sign of respect but also of mutual support. Once again, from a student perspective, this made us feel like we were authentic colleagues.

Considering that sometimes the roles are blurred, we discovered that taking the initiative was tricky for some of us (e.g. responding to a request). This taught us that in our future partnerships we may need to make explicit some assumed ideas and basic agreements. It also reminded us the importance of ongoing communication and reflection. In fact, we learnt that project outcomes and deliverables may take all the time of the team meetings, and as such it is important to include/schedule specific spaces to talk about the partnership itself.

Outcomes

We think that the outcomes can be divided in three categories: the project, the CoP, and the partnership.

From the project perspective, the main achievement was the actual implementation of the CoP, which was positively received within the UQ community. Another important outcome was the involvement of students; in fact, during the second meeting, half of the participants were students. As identified during the design stage (Khouri et al., 2017), this is one of the major challenges that other SaP CoP have faced, therefore this can be considered an important achievement. The design of the future CoP structure, with a special emphasis in its sustainability, and the clear and feasible ideas that were suggested for the future implementation of the CoP, in terms of incentives and evaluation, are also key outcomes of the project.

In relation to the CoP, we are proud of the great atmosphere that was experienced in each meeting, and how the five CoP values were evident during them. Based on the proposed outcomes for the CoP, experiences, advice, and resources were shared, CoP members were supported to undertake or enhance their partnerships, and networking and collaboration were fostered between the members of the CoP.

Finally, regarding the partnership, and based on the mentioned expectations, all the partners built new connections and enhanced their networks. Specifically, for the students, the improvement of their employability skills (such as public speaking, problem resolution, and communication with diverse stakeholders), a greater confidence in their abilities, and a better understanding of team-work dynamics were considered key outcomes of the partnership.

From the staff perspective, the partnership provided an opportunity to gain valuable insights into the motivations and interests of current students, as we sought to enhance student engagement in the CoP meetings. It also reinforced the importance of developing shared expectations from the beginning of the project, and helped us to critically consider whether we were fostering an equal environment for all of us to discuss challenges and opportunities related to our project.

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PARTNERSHIP CASE STUDY

Pilot 5: Creating resources to support student participation on committees

Colleen Gao, Christel Gonzalez, Brooke Szücs, Carole Tate, Dr Kevan Walter Jones, Dr Dino Willox, Jenny Yum

Overview

The goal of the Pilot 5 project is to improve student and pedagogical experience at The University of Queensland, making use of the Students as Partners framework. The pilot seeks to create a strategy for supporting student participation on University committees that considers the needs of students and staff engaged on the committees, as well as the sustainability of providing support.

The Pilot 5 team investigated, created, and made recommendations relating to the provision of training and resources to support student representatives on central or faculty committees, and to assist them in meeting their responsibilities as a member of the committee. Pilot 5 identified the importance of the sustainability of these resources and recommends clear processes relating to storage, distribution, maintenance and promotion of these resources.

Pilot 5 builds on Pilot 2 (Audit of student engagement on UQ teaching and learning-related committees) and Pilot 1 (Incentivising and rewarding student-staff partnership at UQ).

Aims

The aims of the project were to:

- Confirm and clarify the role of student representatives on University committees
- Create sustainable induction and training resources for student representatives
- Propose and outline training for all committee Chairs and student representatives
- Establish processes for students to communicate with committee Chairs, Secretariat and other committee members

Methods

Pilot 5 adopted methods below to gather information to address the aims of the project.

Student survey: a survey of students who are currently members of faculty teaching and learning committees. While the response rate to the survey was low, useful feedback and advice was provided. It is accepted that the information and advice generated by the student survey is representative of the views of current student committee members.

Literature review: a comprehensive literature review of relevant journal articles; results will be incorporated into the findings and outcomes of Pilot 5.

Feedback from Teaching and Learning Committee Chairs: analysis was undertaken on data gathered by Pilot 2 from interviews with the Chairs of faculty teaching and learning committees

Feedback from Associate Deans (Academic): AD(A)s were invited to provide input to the project. Advice was sought on expectations of student representatives, the value of the input students provide, and views on providing support for student members.

Collaboration with other Pilots: Pilot 2 and Pilot 5 leveraged ideas and information throughout their respective projects, to the benefit of both teams. The findings of Pilot 1 will be used to inform the outcomes of Pilot 5.

Learning

Working in partnership to achieve a shared outcome generated a number of positive learnings and experiences for the Pilot 5 team. This section identifies the most relevant of these learnings.

The Pilot 5 project team quickly identified the benefits of harnessing the varied experiences and knowledge of student and staff team members. Weekly meetings were organised in advance on Friday afternoons, and were timed to accommodate all members. Positive group dynamics and a willingness to share information, including from other Pilot teams, contributed to the development of useful outcomes from the project and a positive shared experience.

The Pilot benefitted from each team member having a clear and shared understanding of the goal of Pilot 5 (to create resources to support student participation on committees) and a shared vision of the desired outcome at all stages of the project. The importance of team collaboration and communication was acknowledged.

A relevant learning from the Pilot 5 journey was identification of the benefits to be gained from collaborating and building strong working relationships with students, academic staff, and professional staff. This learning contributed positively to the outcomes of the project and to the constructive dynamics that underpinned a successful outcome for Pilot 5.

Learnings from the perspective of student team members also related to building experience in engaging with stakeholders, including academic and professional University staff. Useful experience was also gained from participating in a research focussed project and the consequential development of related transferable skills. Other positive learnings included the benefits to be gained by taking the initiative and by being assertive when necessary. In addition, staff members enjoyed working closely with their student colleagues and appreciated the opportunity provided by the project to hear and respond to the views of students and to understand the student perspective.

Pilot 5 team members appreciated the opportunity to work together collaboratively, and gained satisfaction from working on a project that will inform the design, implementation and ongoing evaluation of the Students as Partners program for UQ.

Outcomes

Pilot 5 produced the following outputs and recommendations.

Literature review: the literature review provides an overview of best practice around the world for supporting student participation on higher education committees.

Survey analysis: summary of analysis of data generated by surveys of current student representatives, academic and professional staff.

Strategy document: a strategy for supporting student participation on University committees, including analysis of student and committee member needs, and consideration of sustainability. The project aims to create a system that unifies all students and committee Chairs and members regarding the roles and responsibilities of serving on a committee.

Recommendations for the future: after discovering what is needed in supporting student participation on committees from literature and data compiled from Pilot 2, the Pilot 5 team created recommendations that consider the support needs of UQ students and staff.

Sustainable resources: sustainability was an important consideration and, accordingly, processes have been developed to maintain the longevity of this project, including recommendations for a related UQ policy.

Resources for student committee representatives: resources and a training package have been developed to support UQ students and staff, including recommendations for future resources needed, or improved methods of delivering the resources.

Website for student representatives: we recommend a dedicated website for student representatives that identifies their roles on their committees. The website would feature student representatives and would facilitate the visibility and promotion of student representatives to University staff.

Centrally administered email system: we recommend supplying a standard email address to student representatives to facilitate student contact with other committee members and to allow students to easily communicate with their respective committee representative.

Creating a unified application process: we recommend a clear and concise application process that is suitable for students across all schools and faculties; this would be designed to ensure consistency and equity in the selection of student representatives.

Induction and orientation: we recommend a meet and greet with the student representatives and staff from the relevant school and faculty at the beginning of the year.

Student Appreciation Night: respect, responsibility and reflection are important values to uphold within a student-staff partnership. It is acknowledged that students must feel respected and responsible for their involvement on University committees, and that sharing and celebrating success creates productive relationships.

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PARTNERSHIP CASE STUDY

Pilot 6: Creating a Communications Strategy for UQ Students as Partners

India Anderson, Aimee Clarke, Jodi Curnow-Baker, Matt Rostas, Grace Tudehope, Deanna Varley

Overview

The purpose of this project was to develop a communications strategy for the UQ Students as Partners Program to ensure that the UQ community is aware of the program and how they can become involved. We did this by conducting a review of communication strategies implemented by other universities to advertise similar programs, and gathering information from current students. This information was used to develop a UQ-specific communications strategy including a number of recommendations for specific tactics to be implemented and a set of example collateral.

Aims

This project aimed to:

- Use information gathered from a review of similar Students as Partners programs at other universities to inform UQ's communications strategy for this program.
- Gather and synthesise information from current UQ students via student surveys and focus groups to tailor the communications strategy to the UQ community.
- Develop specific tactics for promoting the Students as Partners program to students, staff, and the broader UQ community.
- Produce sample collateral to support promotion of UQ Students as Partners.

Methods

To create the UQ Students as Partners Communications Strategy 2017-2019 we reviewed Students as Partners programs at approximately 20 universities worldwide to understand how these programs are promoted to students and staff. Team members reviewed this content and identified potentially effective or ineffective promotion strategies.

Based on consideration of UQ's student strategy and the UQ community we developed key messages and example collateral to pilot test with UQ students. 32 students were approached for interviews around the UQ St Lucia Campus. These interviews confirmed our assumptions about effective and ineffective communication concepts.

From information gathered in these interviews and our review of communications strategies implemented by other universities, we developed a set of promotional tactics intended to be specific to students, staff, and the broader UQ community.

To assist in promoting this program, we created example collateral including social media posts, digital screens for display around campus, and a video suite of short film clips featuring participants from the 2017 pilot program.

Learning

The Student Partners chose to participate in this program to develop their employability, contribute to the UQ community, and develop confidence working in professional settings. The Student Partners feel that this program has allowed them to have a unique opportunity to work in partnership with staff at the university whilst simultaneously gaining practical experience in a project that allowed them to utilise the theoretical skills they had learnt throughout the course of their studies.

The Staff Partners chose to participate in this program for the opportunity to work with students as equals. They felt that working with students on projects that affect students is important, and that students can contribute valuable insights and skills. Staff also felt that being part of the pilot enabled them to better connect with and understand the student experience, something that they feel reinforces the purpose of working at a university.

Overall, both the Student and Staff Partners feel that this project has allowed them to recognise the value of diversity within the skillsets and experience of other team members.

We enjoyed working together in a collaborative format that differed from more formal group-assessments delivered in coursework as all participants were interested and willing to contribute to the project development and outcome. The intrinsic motivation associated with working on a project that offers value to the UQ community meant that all team members felt enthusiastic and positive about their involvement and contribution to the project.

One of our student partners was offered a field-relevant job toward the conclusion of this project, partially because of the skills she developed through Students as Partners. Being involved in this project gave her the confidence to apply.

Outcomes

We successfully achieved the aims stated above and produced a communications strategy for UQ Students as Partners. The strategy was informed by researching similar Students as Partners programs, developed through weekly discussions within our pilot group, and refined with student interviews and feedback. We endeavoured to understand the motivation and inhibitions of potential student and staff partners, and created key messages to encourage participation. Tactics were developed to reach both staff and students. We went beyond recommending a strategy and created a draft media release, visual collateral mockups and videos. We tested visual collateral for engagement in the student interviews and believe the findings will inform future design decisions. Furthermore, the videos will be extremely useful in serving as a testimony to the value students and staff can receive from Students as Partners—an important piece of collateral that could be circulated on multiple platforms.

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PARTNERSHIP CASE STUDY

Pilot 7: Communicating the UQ Student Strategy

Sophie Blatcher, Zarese Kisielewski

Overview

Pilot 7 was formed to:

- 1) Demonstrate and advocate for Students as Partners at UQ, providing an exemplar for the integration of student partnership as per the Student Strategy;
- 2) Ensure the student voice was involved in the communication of the aims, progress and achievements of the UQ Student Strategy to the UQ community, in partnership with the UQ Student Strategy Program Office. Specifically, the focus for this project was on UQ Student Strategy Goal 3 -Dynamic people and partnerships, Initiative 1 - Students as partners and Initiative 2 - Multi-point mentor program.

In early 2017, Communications and Events Officer Zarese Kisielewski began developing 'Spotlight Stories.' These stories showcase projects and programs from across UQ that are already contributing to the vision of the UQ Student Strategy. A student partner was invited to be involved to create and share these stories from the student perspective, and share their opinions for the UQ Student Strategy communications plan.

Aims

This project aimed to deliver at least one new 'Spotlight Story' on the topic of 'Student life' at UQ.

Sophie worked alongside Zarese to:

- Curate a story from start to end to place on the UQ Student Strategy implementation webpage
- Contact faculty staff directly to set up meetings
- Record and/or film interviews (and edit into appropriate formats)
- Write story content and key messages for distribution
- Provide reflective input into the communication strategy

Methods

Initial meeting

An initial meeting was held prior to commencement of the project to determine the most suitable working arrangements, a timeline for project deliverables and expectations for communication and collaboration. In order to achieve the outlined aims, the team negotiated a consistent weekly working schedule (6.5 hours total). This initial meeting established Sophie would work at the UQ Institute for Teaching and Learning Innovation (ITaLI) office twice a week for two hours each session, and complete an additional two and a half hours at home over the weekend. The team also determined Sophie would largely complete her project work independently, with ongoing guidance and support from Zarese. The initial meeting also provided time to brainstorm story ideas, and create a first week 'to-do' list.

Check-ins

Communication was imperative to achieve the partnership project aims. During the project, Sophie frequently communicated with and sought advice from Zarese, or with appropriate ITaLI staff as required. Sophie provided regular updates on her progress in contacting various UQ staff and students to form relationships and schedule interviews, as well as updates on scheduling of her time and work plan. Zarese provided updates in terms of progress of the UQ Student Strategy, and her own work schedule. She also provided Sophie feedback on written content and planned media outputs.

Research and implementation

A template for the UQ Student Strategy spotlight stories and other 'starting points' such as examples from the UQ Student Strategy website, and past emails to UQ staff inviting them to share their project, were provided to Sophie for background knowledge. Zarese also facilitated introductions to ITaLI staff and other UQ contacts to orientate Sophie and provide context for her role. They then worked together to decide on the best creative approach for an engaging story.

As the roles were relatively independent, it was challenging at times for Sophie, especially when using Adobe editing software. To overcome this she consulted Zarese as well as online resources. Sophie actively researched ways to complete set design tasks to achieve the partnership aims.

Key tasks for implementation included:

- Contacting and scheduling meetings with students and staff
- Undertaking a short media/interview training session, provided by UQx staff
- Interviewing students and staff to obtain story material
- Emailing other pilot programs to request information
- Researching Adobe design programs
- Editing video and podcast material on Adobe design programs
- Writing content for the story webpage on the UQ Student Strategy website

Learning

Although Zarese and Sophie's partnership was more independent compared to other Students as Partners (SAP) teams, valuable lessons were learned about working in partnership.

From Sophie:

Working in partnership with Zarese was an invaluable experience, and one I can take many lessons away from:

- It is important to have a good relationship with your partner.
- It's imperative to communicate and let your partner/team know about changes that might affect the project or other team member(s).
- Integrity, dedication, and creativity are absolutely vital elements in a partnership project, especially when aiming to communicate the UQ Student Strategy to a wide audience (students and staff).
- SAP is a great project to be a part of - it was flexible, manageable, and enjoyable.
- This role challenged my video editing skills, and improved my sense of creativity.
- I learned how to conduct interviews (with interviewees ranging from confident to extremely nervous) to create an interesting and informative story.
- I learned how to moderate, record, and create a podcast.

From Zarese:

I have to agree with Sophie's comments about having a good relationship and communicating (which we did really well!).

To work in partnership means being open, honest and constructive with your communication. Working with Sophie validated my existing thoughts that everyone has a different perspective that adds value to a project. I learnt that I should ask more questions of those around me to ensure that I have these perspectives, and so I am not operating on assumed knowledge. Clarifying questions such as "Do you mean...?" or "Tell me what you think?" are important questions to ask when working in partnership. This partnership also validated for me that students are more than capable of undertaking new and foreign tasks with the appropriate guidance and support, as demonstrated by Sophie.

In reflection of our time together, I acknowledge I need to think and plan with more anticipation of what my partner might need from me and what additional information I can provide to support them. I also note that although flexibility is critical to SAP we could have planned our work and deadlines better to ensure more consistency within the partnership.

Outcomes

This SAP project was successful in many aspects, largely evident by what was achieved tangibly. Sophie created two videos to advocate for and bring awareness to less recognized Peer Mentoring programs offered at UQ. These Peer Mentoring Programs included PASS (Peer Assisted Study Sessions) for chemistry courses, and ZOOM Peer Mentoring (pairing students with a lived experience of disability or mental illness). A podcast featuring a staff member and student mentor was also created to promote O' to 4 Peer Mentoring (new students are guided through O-Week to Week 4).

In addition to the videos, Sophie was able to document her own experience of the partnership, and reflections from the other pilot teams in a short blog. She was also able to capture footage from Mental Health Week at UQ, which will be used for a later story.

Intangibly, the outcomes were a successful partnership between an undergraduate student and professional staff member. We believe we fostered a fantastic working relationship that was challenging, yet fun and effective.

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PARTNERSHIP CASE STUDY

Pilot 8: Co-creation and evaluation of FutureLearn materials in COMU1120

Dr Nicholas Carah, Dr Natalie Collie, Nicola Cook, Bingxi Huang, Heather Martin, Shi Ng, Kirsten Slemint, Rachel Western

Overview

COMU1120 (Media and Society) is a new, large first-year course at UQ and a core component of the Bachelor of Journalism, Bachelor of Communication, and two Bachelor of Arts majors. It is run in both semesters with a total of over 900 students across the year. This pilot paired the COMU1120 teaching team with six students from the previous semester in order to develop up-to-date online course materials and enhance student engagement in the course.

Aims

This project aimed to:

- better engage students with more relevant, up-to-date online content about contemporary media platforms
- more effectively incorporate the final assessment tasks into the narrative and content of this part of the course
- evaluate the pilot of a new online teaching platform

Methods

In order to achieve the aims of the pilot, we co-developed and produced audio-visual content. Some of this was based on student partners' assessment from the previous semester. This had the dual benefit of 1) producing case-studies more relevant to the experience of students with contemporary media platforms and 2) exemplifying the kinds of case-study analysis expected from current students in their final piece of assessment.

Student partners also took on the role of online 'course mentors' for the final 4 weeks of the course and engaged current students in online discussion.

Finally, student partners also evaluated the new online component of the course, providing detailed feedback on each step, based on their experience of that module of the course from last semester. They also undertook in-class focus groups/interviews with current students during the final seminar of the course. This aspect of the evaluation was particularly productive, because student partners had a good rapport with other students. They used Google forms to document their findings.

Learning

This project helped both staff and students better understand course and assessment development from each other's perspective. The partnership and its outcomes demonstrate the value in working with both perspectives. In particular, it demonstrates the crucial role that students themselves can play in the development of engaging and relevant course materials, activities, and assessment.

A partnership approach also helped make better use of the variety of skills and insights people of different ages, experiences, and backgrounds can bring to a project. The course materials are richer and more relevant as a result.

Outcomes

Our project involved a range of positive outcomes, including the following:

- Portfolio pieces and work experience for students
- Relevant, well-produced audio and audio-visual case-studies for the course
- Clearer and better-modelled assessment guidelines, that were more effectively incorporated into the course materials for this final Module of the course
- Greater student engagement through discussion with former students and use of up-to-date case-studies drawn from students' everyday use of media devices and platforms
- Detailed evaluation of the online module of the course - including both teaching materials and assessment - from a variety of student perspectives, including former and current students
- Social connections between students partners, and between student partners and staff

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PARTNERSHIP CASE STUDY

Pilot 9: Evaluation of Students as Partners (SaP) pilots

Dr Leanne Coombe, Jasmine Huang, Dr Hassan Khosravi, Stuart Russell, Karen Sheppard

Overview

This project seeks to explore and understand the phenomena of partnerships and how students and staff perceive the experience of working in partnership. It also seeks to explore the extent of benefits and challenges experienced by staff and students throughout the process.

Aims

The project aims to inform the future directions of the UQ SaP program in 2018 and beyond. This will be achieved by meeting the following objectives:

- Reviewing international best practice on partnership evaluation
- Designing an evaluation for the process of partnership in the SaP pilots, utilising
 - Two rounds of evaluation
 - Qualitative and quantitative data
- Implementing the evaluation and analysing results
- Producing an evaluation report to inform the UQ SaP program design
- Providing recommendations for ongoing evaluation of the SaP program

Methods

Data was collected through two rounds of surveys, the first at the midpoint of the projects in September and the second on completion of the pilots in November. Participants were sent an email inviting them to participate providing them with a link to the online survey instrument. The first survey collected baseline data about perception of the partnership process. The second was based on and similar to the first, with some minor changes in wording of the questions, to ascertain any shifts in perception and clarify any information collected from the first survey. As this was an iterative process, the second instrument was developed following the first round of data collection. All questions in the survey were optional for participants to ensure contributions were voluntary in line with the ethics application approving this study.

Learning

As the evaluation arm of the SaP program, the Pilot 9 project team came together with specific goals and outcomes to manage and deliver. This was an advantage. An early negotiation between team members also, highlighted the necessity for the pilot team to maintain independence from the main organisational aspects of the umbrella project. With limited time available, team dynamics developed quickly to ensure that tasks were completed within the project timeline. Key to these team dynamics were: clear communication, the willingness to negotiate tasks between team members, the recognition that some team members could do more or less at different times within the project life, and a sense of humour assisted as well. Negotiating the complexities of the Students as Partners “project” is one that takes time and commitment. The Pilot 9 team with its emphasis on deliverables had to, and more importantly was able to take that time to meet regularly. This face to face interaction was key to developing good work relationships across the life of the project.

Outcomes

The following outcomes and outputs have been produced:

- Review of the literature outlining best practice for evaluating SaP programs.
- Summary report of the findings of the surveys including recommendations for the implementation of SaP at UQ.

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PARTNERSHIP CASE STUDY

Pilot 10: Embedding explicit communication skills in the teaching, learning and marking material of SCIE1000

Prof Peter Adams, Dr Louise Kuchel, Bindi Nguyen

Overview

In response to recommendations from the 2015 UQ Bachelor of Science review, our project aims to explicitly embed core communication skills into SCIE1000 – a first-year course that is, starting from 2018, compulsory for all UQ science undergraduates. The project has three stages:

1. Discussion to understand the multifaceted nature of SCIE1000 and identify how communication content can be integrated into the course to enhance existing course material and learning.
2. Discussion and research to identify the specific communication skills and concepts to focus on in SCIE1000, and the best practice pedagogies for teaching transferable skills.
3. Design prototype learning activities and reference material to implement into SCIE1000.

Aims

This project aimed to:

- Identify opportunities within SCIE1000 to develop communication skills so as to complement existing learning.
- Identify a specific subset of communication skills and concepts to teach into SCIE1000, and a pedagogical approach to facilitate students transferring this knowledge to a variety of contexts.
- Design prototype learning activities and reference material.

Methods

Our project featured weekly meetings between Bindi and Louise (and additional people when appropriate) and research tasks in between. To document the project direction and efficiently communicate and archive ideas, we used Google Drive to share and co-create files.

To achieve our aims we have:

1. Collectively brainstormed and filtered curriculum-design ideas. This was achieved through several round-table discussions with all three team members and by consulting [SCIE1000's electronic course profile](#) and its existing learning materials (e.g., tutorial sheets, lecture notes, etc). From these discussions, we identified that weekly tutorial sheets were the best place to begin integrating explicit learning of communication skills. We were careful to design communications content that complemented and enhanced the other learning aims of SCIE1000.
2. We consulted literature and existing UQ resources to help us generate, and later filter down, a list of core communication skills appropriate for first-year science undergraduates. We also referenced pedagogical literature on how people learn to transfer information and skills.
3. We compiled several documents summarising our research and ideas to use for discussion among the project team members. From these conversations, we identified the final set of communication skills to implement into SCIE1000, and a pedagogical approach to do so that is most appropriate for the course.
4. Bindi and Louise worked on initial prototypes for learning activities and reference material. These were then presented to the course coordinator (Peter Adams) for discussion and refinement before they were incorporating into the student-ready course handbook.

Learning

Each member of the team has added their personal reflections below.

Louise: We were fortunate in that all members of our team had some experience of working in partnerships. It helped that Bindi, our student team member, was confident about voicing her ideas and opinions in a systematic and constructive manner. All of this allowed us to transition into, and operate, our partnership smoothly. I also learned that it is very rewarding working in a partnership with a motivated undergraduate student, especially in helping make decisions about which aspects of learning design students find appealing and productive. Through other projects in which Bindi is involved, she was able to bring in the voice and opinions of other students, as well as indicate other courses which she has studied where we might find useful resources to connect with in our project.

Bindi: The logistics and best-practices behind an efficient and effective partnership – these are the learnings I value most from working as a SaP Project Fellow. For example, I discovered that productive and actionable meetings often start by outlining a collective meeting agenda, and end by recapping the meetings key outcomes and delegating time-sensitive 'homework'. I also noticed that starting each project document with a short summary of its content helps people efficiently navigate shared files – particularly because everyone synthesises, and therefore structures, information differently. Beyond how to work in a partnership, I have also learnt why students and staff should do so: because working as equals with people of different expertise and experiences fosters a creative, respectful and supportive community.

Outcomes

1. We decided to begin integrating explicit teaching of communication skills in the weekly tutorial sheet learning activities for SCIE1000, with a view for possible extension to other parts of the course next year once new staff take on the course.
2. We identified four core communication skills to focus on in the course. Our pedagogical design involves explicit instruction on each of these skills three times during the course of the semester, with increasing student independence each time, and where students obtain personalised feedback on their learning at least twice. Our reference material and some of the learning activities use 'compare and contrast' approaches to demonstrate good and poor examples of each communication skill. The learning activities refer students to purpose-designed reference material located in the front of the tutorial workbook, which explains the principles and concepts behind each skill. The intent is that students can engage with the reference material as little or as much as they wish/need and in their own space and time.
3. Prototypes for tutorial sheet activities and reference material have been developed and are being discussed and vetted with the course coordinator to ensure they enhance the other learning occurring in SCIE1000 and preserve the spirit of the course.

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PARTNERSHIP CASE STUDY

Pilot 11: Design process for UQSaPP and designing student fellows

Aimee Clarke, Lucy Mercer-Mapstone, Patrick Walsh

Overview

Pilot 11 designed, supported and oversaw the implementation of all 11 pilot projects that formed the backbone of the UQ Students as Partners Program (UQSAPP) Design Project. Lucy and Aimee (as co-leads of the design project), offered support to all partners and held induction and connectivity workshops for pilot participants. They also ensured that all pilot programs were aligned with the UQ Student Strategy 2016-2020, and that all pilot programs were engaging in effective partnership. A key priority of Pilot 11 was to develop the Student Fellows stream of the program. Patrick joined Pilot 11 in the final wrap-up and evaluation stages. He contributed to the design of the UQ Student Partners website and summary documents to describe the 2017 design phase of the program and the 2018 implementation phase.

Aims

This project aimed to:

- Design, support and oversee the implementation of 11 SaP pilot projects
- Design the Student Fellows stream of UQ Student Partners
- Ensure alignment between design of UQ Student Partners and the Student Strategy 2016-2020
- Design and run induction and connectivity workshops for pilot participants
- Plan the 2018 implementation of UQ Student Partners
- Produce summary documents to describe the 2017 design phase of the program and the 2018 implementation phase
- Plan the UQ Student Partners website

Methods

The design project was co-led by Lucy and Aimee. The project was designed to take a partnership approach to designing a university-wide SaP program. The initial stages focussed on planning what the project would entail, what the outcomes would be, and how those outcomes would be achieved. Once it was decided that the project would include students and staff working in partnership across 11 pilot projects, descriptions of the projects were drafted and recruitment for partners began.

Approximately 800 students who had shown interest in working with UQ staff were invited to apply. The response showed strong enthusiasm with approximately 10 applicants per student role. Student partners were selected based on their enthusiasm for working in partnership and the skills they would bring to their project. Staff partners were selected through expressions of interest and invitations to participate in specific projects. Across these projects, 29 students and 22 staff partners collaborated to design and inform various aspects of the SaP program.

Lucy and Aimee designed and ran two workshops to scaffold the pilot projects: at the beginning of the project to introduce what it means to work in partnership and to outline the project; and a connectivity workshop in the middle of the project to give partners a chance to connect with other pilot teams, to reflect, and to situate their work within the broader context of the project. Throughout the project, partners were encouraged to seek support from the co-leads, which both students and staff did informally at various points throughout the semester.

Lucy and Aimee also designed the Student Fellows stream of UQ Student Partners through a process of literature review and research on best practice; drafting structural outlines and descriptions; seeking input from other university stakeholders; and writing resources to support the stream such as application procedures.

In the final month of the project, a student fellow, Patrick Walsh, joined the team. Patrick acted in a supportive capacity for Lucy and Aimee, which involved co-creating summary documents of the design process, and providing recommendations for the 2018 implementation phase. He also contributed to the design of the UQ Student Partners website and a review of the 11 pilot programs.

Learning

Aimee

- I initially found it challenging to establish my role in relation to my co-lead. As we got to know each other and understand the distinct and complementary expertise we brought to the project, we started to work as colleagues and true partners. I think it's important to spend time getting to know your partner/s, and to understand how they like to work, what they hope to achieve, and what motivates them.
- I learnt that partnership projects take time, that it's an unfamiliar way of working for many people, that the process can be messy and less direct, and that you're not entirely sure what will come out of it at the end. However, I think that the process is useful and that students and staff both gain a lot from working together in partnership and understanding the experience of the 'other'. I also think that outcomes co-created by students and staff will better fit the needs of both groups.

Lucy

- I learned a huge amount working in this project specifically because it was in a professional space within the university rather than an academic one. New skills were required of me in this role which I had to learn quickly, including project design, project management, professional leadership, and communicating with professional staff and senior administrators. These skills will be hugely useful to me in my future career. I feel like working with my co-lead – with a wealth of experience in those areas – meant I had a great model from which to develop my own approach to those skills.
- One of the challenges I faced was acknowledging that partnership is a very different way of doing things and that approach is sometimes hard to 'fit' within the professional and administrative space. For example, partnership outcomes are often uncertain at the outset and require co-creation in a process over time. Communicating that uncertainty to other project managers can be difficult when they need certainty that project outputs will meet the demands of project and university goals. I have learned that clear and open communication is the best way to manage this tension.
- Finally, working with a diversity of other students and staff has taught me to better make my tacit and implicit knowledge explicit and to break it down for different audiences in ways that are meaningful for them. I have learned to slow down, meet people where they're at, and this has ultimately helped me gain a better understanding of the work that we are doing as well.

Patrick

- This was my first experience of genuine partnership experience at UQ. I am accustomed to the traditional staff-student relationship, and so I found it liberating to step into a working space that was radically different. While I was initially confused about how such a collaboration could work (who leads? what are the boundaries?), I quickly discovered that partnership is a dynamic relationship that is brokered through mutual respect and emotional intelligence. This is a relationship which does away with the conventional roles of student and staff, and asks for something more meaningful from its participants. I learned that this 'meaningfulness' actually made for a more productive and enjoyable project.
- At times I found this new space to be frustrating (I sometimes felt lazy, and wanted to revert to conventional staff-student roles), but I acknowledged that this was just the growing pains as I became used to my new role as an equal partner. I now had to act within different forums and have well-considered and well-formed opinions. It wasn't enough for me to just defer to my (staff) superiors and sit quietly in the background. This reconceptualisation of my own role was confronting, but it ultimately became a path toward personal and professional development.
- Lastly, I learned that students are essential partners in the university space. Now that I have seen the contributions students can make to (formerly) staff-only conversations, I am convinced that students must be engaged in partnership for the higher functioning of the university (in all spaces).

Outcomes

One of the major outcomes of this project was the successful implementation and conclusion of 11 pilot partnership projects. The engagement from partners was enthusiastic and genuine, with only one student withdrawing from the program (due to external reasons). Another major outcome was the design of the student fellows stream, which resulted in documents that outline the structure, vision, logistics, and recommendations for the stream as well as all supporting documents required for implementation. A report of the 2017 design phase was created, which outlines the methods taken to launch the UQ Students as Partners Program Design Project, includes details of the 11 pilots as well as case study reports from these pilots. Also produced was another significant report that provides recommendations for the 2018 implementation phase of UQ Student Partners. This document outlines several streams of partnership—Student Fellows, Student Learning Experts, Student Representatives, Community of Practice, Partnership Allies—and the resources that have been created for their implementation.

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