Please bring this handout with you to the Roundtable and Workshop

Engaging Students as Partners
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Mick Healey
Healey HE Consultants
www.mickhealey.co.uk; mhealey@glos.ac.uk

This is work in progress and readers are invited to send us their own examples. The references, full set of case studies and bibliography are available on our website (above) under resources.

Structure of presentation

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B. Case studies I: Students as partners
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Table 1: Partnership principles and values
Drawing on the literature on successful partnership and engaged student learning, core values which underpin successful partnership in learning and teaching are suggested. The relative importance of each of these values may vary in different contexts, and there may be additional values you want to include for your partnerships:

- **Authenticity**: the rationale for all parties to invest in partnership is meaningful and credible.
- **Honesty**: all parties are honest about what they can contribute to partnership and about where the boundaries of partnership lie.
- **Inclusivity**: there is equality of opportunity and any barriers (structural or cultural) that prevent engagement are challenged.
- **Reciprocity**: all parties have an interest in, and stand to benefit from working and/or learning in partnership.
- **Empowerment**: power is distributed appropriately and ways of working and learning promote healthy power dynamics.
- **Trust**: all parties take time to get to know one-another and can be confident they will be treated with respect and fairness.
- **Courage**: all parties are encouraged to critique and challenge practices, structures and approaches that undermine partnership, and are enabled to take risks to develop new ways of working and learning.
- **Plurality**: all parties recognise and value the unique talents, perspectives and experiences that individuals contribute to partnership.
- **Responsibility**: all parties share collective responsibility for the aims of the partnership, and individual responsibility for the contribution they make.

*Source*: Higher Education Academy (2015)
Fig 1: Students as partners in learning and teaching in higher education: An overview model


For approx. 100 case studies and a bibliography of over 400 items on Students as Partners see: www.mickhealey.co.uk/resources

B. Students as partners in learning and teaching in HE

1. Learning, Teaching and Assessment

1.1 Peer Assisted Learning (PAL) at Bournemouth University, UK

Peer Assisted Learning (PAL) at Bournemouth University (BU) is a peer mentoring scheme that fosters cross-year support between students on the same course. It has operated at BU since 2001. It draws on many of the principles and ideas associated with the North American Supplemental Instruction (SI) Model that was originally developed at the University of Missouri Kansas City (UMKC) in the 1970s.

“Similarities between SI and PAL:

- Both schemes are run by students for students, and student empowerment is an essential part of this process
- Both schemes operate regularly scheduled PAL or SI sessions that appear in students’ timetables
- Learning is interdependent. Active learning is encouraged and participatory, collaborative group learning is facilitated by a trained, but non-subject expert, student leader
- Study skills are integrated into both PAL and SI in the sense that the subject content of a course or programme, ‘what-to-learn’, is fully integrated into sharing advice on ‘how-to-learn-it’
- Both operate in a way that ensures they are supplemental to lectures and other teaching sessions the students should already have attended.

Differences between SI and PAL:

- In the North American model, the main purpose of the SI model is to target high risk, historically difficult courses. At BU, PAL enhances learning across all faculties and programmes rather than focussing on "difficult" courses
- PAL at BU places an additional emphasis is placed upon increasing the level of social integration within the student's normal seminar group, and in improving the first year students’ experience of university life
- Peer Support and PAL in the UK appear to have many variants and have seen more organic growth, for example, the National Centre for PASS (Peer Assisted Study Sessions) based at the University of Manchester
- SI Leaders are expected to attend all lectures and take notes for their course but this is not normally a practical option for the UK.”

Coordination of PAL, including leader training, is run centrally within Student and Academic Services by the PAL Coordination Team. Successful applicants attend two days of compulsory training in June or September with optional follow up training sessions offered throughout the autumn term. Weekly follow up training is delivered in collaboration with other support staff, providing information on various academic skills, support services and ideas for related PAL sessions. Like PAL itself, leader training has evolved gradually since it began in 2001. Changes include training on new online community areas on the University's Virtual Learning Environment. Further information: Parton and Noad (2013); https://www1.bournemouth.ac.uk/discover/library/guests-visitor-information/peer-assisted-learning-pal

1.2 Broad Vision – an UG module for art-science collaborative research and interdisciplinary learning at the University of Westminster, UK

Every year a group of undergraduate students are recruited from across the university’s arts and science courses to become student researchers on an interdisciplinary learning project. Each project takes as its starting point a set of images, a body of knowledge or a central theme, employed to initiate discussion across disciplinary divides and identify areas of common interest for collaborative research ideas. The material provides a central focus, which can be approached from a range of perspectives, allowing emergent opportunities for the observation of difference and similarity – in terms of diversity of language, interpretation and understanding. Broad Vision has the following features:
2. Subject-based Research and Inquiry

2.1 Curricula are organised around the concept of student as producer at the University at Lincoln, UK

‘Student as producer’ is central to the learning and teaching philosophy at the University of Lincoln. In this approach the emphasis is on students producing knowledge in partnership, rather than just consuming it. The focus of student as producer is the student, working in collaboration with other students and academics in real research projects, or projects which replicate the process of research either in or outside of their discipline. Students work alongside staff in the design and delivery of their learning, and in the production of work of academic content and value. Staff and students can apply for development funds to the Undergraduate Research Opportunities Scheme (UROS) and Student Engagement in Educational Development fund (SEED) to support work that further enables the principles of Student as producer to be embedded at Lincoln. This approach has made research-engaged teaching an institutional priority. As new courses are developed and existing ones undergo re-validation, staff and students are asked to consider student as producer in terms of the following key principles:

- Discovery – students learning through their own enquiry;
- Collaboration – working together to develop knowledge and understanding;
- Engagement – being part of a community of staff and students;
- Production – students as producers of knowledge rather than consumers.

These principles are enabled through assessment, citizenship, employability, pedagogy and curriculum, resources, skills, space and technology.

The University of Lincoln also promotes students as active partners in in quality enhancement through working collaboratively with staff, recognising that students are experts in their student experience.

Further information: http://edeu.lincoln.ac.uk/student-as-producer; studentsproducer.lincoln.ac.uk/; Crawford et al. (2015); Neary with Winn (2009); Neary (2010); Neary et al (2014); Ryan and Tilbury (2013, p. 17)
2.2 Mainstreaming undergraduate research and inquiry in largest recruiting courses at Miami University, Ohio, US

Miami University is moving from a ‘teaching and learning paradigm’ to a ‘discovery paradigm’ supporting the development of students as scholars. The ‘Top 25’ project, begun in 2007, has introduced innovative approaches that move learning away from “too much time telling students what we think they need to know, and not enough time using their curiosity to drive their learning” (Hodge 2006, p. 3). Over a four-year period the Top 25 project involved the largest recruiting courses being rewritten as inquiry-based courses. By the end 29 courses were involved. Each course was allocated $35,000 to fund curriculum revision. Learning technologists and educationalists supported the teams of faculty involved. Together the courses account for almost a quarter of total credit hours.

“Different courses have adopted different redesign strategies. For example, the Theatre Department refocused their traditional Theatre Appreciation class to center on the creation of theatre. Other classes, e.g., Marketing, used an ‘inverted’ or ‘flipped’ classroom model. In Communication and Calculus classes, the teams created a menu of inquiry exercises from which individual faculty can select. The Psychology team, similar to the Theatre team, refocused their course from the ‘what’ of the discipline to the ‘how’; they also introduced discussion sections led by trained undergraduate leaders” (Shore and Obade 2013, p. 4). Some of the physical spaces are being redesigned to provide flexible furniture to encourage discussion.

“Responses to survey questions show that the Top 25 courses are promoting active, engaged learning. Compared to students in the traditional sections, students in the redesigned sections report:

- more frequently discussing ideas from class with others outside of the classroom;
- spending much more time working with other students on projects during class time;
- spending less time memorizing facts and ideas;
- spending more hours on their course work and working harder than they thought they would to meet faculty expectations.

Top 25 courses also have more emphasis on higher-level thinking skills. Compared to students in the traditional sections, students in the redesigned sections report more frequently:

- supporting their ideas and beliefs with data or evidence;
- making judgments about the value of information, arguments, or methods by examining how others gathered and interpreted data and assessing the soundness of their conclusions;
- synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships;
- working on a project or paper that requires integrating ideas from various sources” (Hodge et al. 2011, p. 32).

Many faculty not involved in the Top 25 project are also adopting similar changes. “Because the redesigned courses are creating new expectations among students they are now arriving in class expecting to be challenged and ready to take more responsibility for their own learning” (Hodge et al. 2011, p. 33). The challenges in maintaining this ‘project’ include reduced financial support because of problems in the national and thus institutional economy, in maintaining the momentum. “The visibility of the Top 25 project and its support at the highest levels of the university have encouraged the development and expansion of programs that support student engagement. For example, the First Year Research Experience (FYRE) program has been established to offer incoming students an opportunity to engage in research and to establish early contact with a faculty mentor” (Hodge et al. 2011, p. 33).

Further information: Hodge (2006); Hodge et al. (2007; 2008; 2011); Taylor et al. (2012); Shore and Obade (2013); www.units.miamioh.edu/celt/engaged_learning/top25/; www.units.muohio.edu/oars/undergrad_research/first_year_research_experience/fyre_info.php
2.3 First year students engage in research at University of Saskatchewan, Canada

In classes of 50 to 350 people, first-year students come up with a researchable question, conduct a discipline-relevant investigation, and share their findings. These research experiences are in fields as diverse as business statistics, environmental studies, astronomy, animal bioscience, kinesiology, geography, history, and academic skills classes. Projects can consist of an assignment spanning a minimum of three weeks or be fully integrated across a curriculum. With the guidance of experienced students who work as research coaches, first years learn from content experts or examine existing, emerging, or historical data and artifacts to explore topics of interest to them.

A sample research question an individual might be, “Can the Zika virus-carrying mosquito survive in the current Toronto, Canada climate?” Students in social sciences classes work in groups of four to twelve to develop research questions of interest to them which are answered by class members through online surveys. For example, a research question can be, “Are class members who reside in rural areas more physically active than those who reside in urban centres?” In other classes, students examine issues in the media such as popular film, world events, or controversial topics, such as, “How many years would it take to recuperate energy savings equivalent to the start-up costs of installing solar panels in an average, local residence?” The data from questionnaires or other primary sources lead to students’ conducting literature reviews and synthesising and evaluating results. To communicate findings students create research posters, develop web pages, deliver in-class presentations, or otherwise engage in exchanging ideas and reflecting on what they have learnt throughout their class-based research experience.

Depending on the instructor and learning outcomes, assessment of learning can include formative feedback and/or marks for participation in activities which lead the groups to complete milestones and projects, on students’ developing critical thinking and reflective skills key to becoming scholars, and through exam questions that link course content with the research conducted. Faculty access paid research coaches, curriculum and instructional design specialists, and a program evaluation protocol through which a culture of integrating research and teaching and a community of scholars is fostered.


3. Scholarship of Teaching and Learning

3.1 Students are engaged as partners in shaping and leading their own educational experiences through the ‘students as change agents’ initiative at the University of Exeter, UK

The key concept is that students themselves take responsibility for bringing about change, based on their own research on aspects of learning and teaching. The approach enables students to be actively engaged with the processes of change, often taking on a leadership role. They are engaged deeply with the institution and their subject areas, and the focus and direction is, to a greater extent, decided by students. A small amount of funding was originally available from the University’s learning and teaching budget to support this initiative, but it is now largely embedded and funded within Colleges with support from a centrally-based Student Engagement Manager. There are no payments directly to students. The most important aspect is the focus on research, and building change on evidence-based foundations. Students from across the university have contributed to this initiative, carrying out a series of research projects on their learning and teaching environment, selecting concerns raised through student-staff liaison committees, and providing recommendations and solutions to improve their experience. Students work as apprentice researchers; their research methods include focus groups, informal interviews and questionnaire surveys. Outcomes have been presented at annual student-staff conferences, resulting in institutional engagement with key research findings. Around 500 projects have been undertaken since 2008 though, overall, thousands of students have been involved. Student research has driven organisational change, contributed to student engagement in shifts of policy and practice within the University, and supported students’ graduate skills in the areas of research,
project management, presenting outcomes, leadership and understanding of organisational development. For example, student projects in the Business School on the benefits students have gained from implementation of technologies in the classroom have contributed significantly to streamed video being now far more widespread, and 7,000 voting handsets being distributed to undergraduate and Masters students. A project on well-being developed by Psychology students has led to changes in student support and has informed the Personal Tutor system.

*Further information*: Kay *et al.* (2010); Dunne and Zandstra (2011); Sandover *et al.* (2012a); Kay *et al.* (2012); Dunne and Owen (2013a); Annual Reports of all projects 2013/4 and 2014/5 at https://issuu.com/studentsaschangeagents/docs

3.2 Students undertake educational development projects as academic partners with staff at Birmingham City University, UK

Launched in 2009, this partnership between Birmingham City University and Birmingham City Students’ Union aims to integrate students into the teaching and pedagogic research communities of the University to enhance the learning experience. Staff and students are invited to propose educational development projects in which students can work in an academic employment setting in a paid post at the University, on a more equal footing with their staff partner. Students negotiate their own roles with staff and are paid for up to 100 hours of work. Each project is designed to develop a specific aspect of learning and teaching practice. Typically, these may result in new learning resources, developments in curriculum design or the evaluation of innovations and changes that have already been made. It is key to the scheme that students are employed as partners not assistants, co-creators not passive recipients of the learning experience. Some projects are initiated and led by students. The Students as Academic Partners (SAP) scheme is part of a wider University initiative to create a greater sense of learning community at the University in which students and staff view it as the norm, not the exception, that they are engaged in academic discussion about the nature of their courses and the way they are taught. The University supports up to 100 projects each year and this internal quality enhancement mechanism is now seen as a staple of the university with bids being received at three points across the academic year. SAP also now offers a mentoring arm through our Student Academic Mentoring (StAMP) programme.


4. Curriculum Design and Pedagogic Consultancy

4.1 Students act as pedagogical consultants at Bryn Mawr and Haverford Colleges, Pennsylvania, US

Most models of new faculty orientation and academic development assume that faculty learning is the purview of faculty colleagues or teaching and learning centre staff. Students as Learners and Teachers (SaLT), the signature program of the Teaching and Learning Institute (TLI) at Bryn Mawr and Haverford Colleges, challenges that assumption by inviting undergraduate students to work as pedagogical consultants to new and continuing faculty members. Between 2006 and 2016, 185 faculty members and 130 student consultants have participated in 265 pedagogical partnerships.

For partnerships focused on classroom practice, students are not enrolled in the courses for which they serve as consultants and often have no experience in the subject matter of the courses. Each student consultant establishes with the faculty member a focus for their collaboration; visits one class session each week and takes detailed observation notes on the pedagogical challenge(s) the faculty member has identified; surveys or interviews students in the class (if the faculty member wishes), either for mid-course feedback or at another point in the semester; meets weekly with the faculty member to discuss observation notes and other feedback and implications; and participates in weekly meetings with one another and with the director of SaLT. For partnerships focused on course redesign, faculty work with individual or groups of students who have taken the course to revise course content, assignments, and methods of assessment. For full-semester partnerships, student consultants work approximately six hours per week and receive a stipend of $700.
Feedback from participants suggests that these collaborations build confidence in both partners, deepen partners’ learning experiences and meta-cognitive awareness, recast the responsibility for education as one that is shared by faculty and students, and contribute to more inclusive and responsive curricula and practices. Further information: Cook-Sather (2011; 2014; 2016); Cook-Sather & Agu (2013); Cook-Sather et al. (2014); www.brynmawr.edu/tli/

4.2 Students act as co-creators of course design at Elon University, North Carolina, US

Since 2005, faculty, students, and academic development staff at Elon University have experimented with a variety of approaches to partnering in ‘course design teams’ (CDT) that co-create, or re-create, a course syllabus. Each team’s process varies, but typically a CDT includes one or two faculty, between two and six undergraduate students, and one academic developer. Faculty members initiate the redesign process, inviting the students and developer to co-construct a team. Students usually apply to participate in a CDT, motivated by a desire to contribute to a course they have taken or that is important to the curriculum in their disciplinary home. Once the CDT is assembled, the CDT uses a ‘backward design’ approach, first developing course goals and then building pedagogical strategies and learning assessments on the foundation of those goals. Time is the most important element in the success of a CDT. Successful teams usually meet weekly for two or three months, providing ample opportunities to both accomplish the CDT’s practical purpose of redesigning the course and, perhaps more importantly, to develop a true partnership that welcomes student voices. Students often doubt that they will be taken seriously in the process, and they also need time to develop the language and the confidence to express pedagogical ideas clearly. Many CDTs experience a liminal moment when everyone present recognizes that a fundamental boundary has been crossed, either by a faculty member ceding significant authority for the course design or by students claiming power in the process. Further information: Bovill, Cook-Sather and Felten (2011); Delpish et al. (2010); Mihans, Long and Felten (2008)

5. Integrated approaches

5.1 Students are involved in research-based education and as change agents at University College London (UCL), UK

“At University College London, our top strategic priority for the next 20 years is to close the divide between teaching and research. We want to integrate research into every stage of an undergraduate degree, moving from research-led to research-based teaching”

Michael Arthur, president and provost, 30 April 2014: 22

UCL are developing a ‘Connected Curriculum’ initiative, as the means by which in five years all undergraduate programmes of study will have a profile of ‘research-based’ characteristics. Research-based education is the focus of UCL’s initiative. The connected curriculum has six dimensions based around the core principle of learning through research and inquiry (Fig. 10).

The initiative, which is co-ordinated by the Centre for Advancing Learning and Teaching (CALT), requires changing the criteria for promotion, so that excellence in education is as significant to advancement as excellence in research and innovation. The implementation also involves reviewing all programmes and designing clear strategies for working more closely with students, who can act as partners and change agents. A guide is being developed which presents four benchmark descriptors (a-d) for each of the six Connected Curriculum dimensions: a) Beginning, b) Developing, c) Developed, and d) Outstanding. This will help departments map their progress in implementing the connected curriculum in taught programmes.
UCL students and staff also have the opportunity to engage as ‘ChangeMakers’. The initiative supports students and staff working in partnership on educational enhancement projects. Since the pilot year, when 10 groups of students proposed and led projects of importance to them, the scheme has grown rapidly. In 2015-16 more than 50 student-led and staff-led projects were funded by CALT. Criteria for funding include “a clear strategy for working in partnership with students to address one or more of the Connected Curriculum dimensions” (Fung, 2016). All projects emphasise engagement of students as change agents to enhance the quality of education they receive. There are two strands to the initiative:

- projects, which can be initiated by anyone within the UCL community
- scholars, who are students working with their department to enhance an aspect of the educational experience decided upon by UCL (currently assessment and feedback).

**Further information:** Arthur (2014); Fung (2015, 2016); [http://www.ucl.ac.uk/teaching-learning/strategic_priorities/connected-curriculum](http://www.ucl.ac.uk/teaching-learning/strategic_priorities/connected-curriculum); [https://www.ucl.ac.uk/teaching-learning/connected-curriculum/CC_Guide](https://www.ucl.ac.uk/teaching-learning/connected-curriculum/CC_Guide); [http://www.ucl.ac.uk/teaching-learning/case-studies](http://www.ucl.ac.uk/teaching-learning/case-studies); [https://www.ucl.ac.uk/changemakers](https://www.ucl.ac.uk/changemakers).
5.2 Engaging students as full partners at the McMaster Institute for Innovation and Excellence in Teaching and Learning (MIIETL), Canada

MIIETL (now renamed the Paul R. MacPherson Institute for Leadership, Innovation and Excellence in Teaching) is highly unusual among centres of learning and teaching, in that it puts students explicitly at the heart of its vision, and in the number of students engaged in its activities. MIIETL identifies five main foci:
1. Pedagogy / Educational Development
2. Technology Enhanced Learning
3. Research in Teaching and Learning
4. Program Enhancement
5. Student Engagement

Student engagement is different from the other four main pillars which define MIIETL, in that it permeates the other areas with students being involved as full partners on projects across the board. Student centrality is the first of three guiding principles which characterize MIIETL’s work:
“Students are more than the beneficiaries of MIIETL’s work in advancing teaching and learning and McMaster. They are core partners who are involved not at the margins of MIIETL’s efforts, but at the heart, at a level and with expectations that surpass those of normal student engagement programs” (MIIETL, 2015 p.8)

Approximately 70 undergraduate and graduate students were engaged as student partners in the mission and work of MIIETL in 2015-16 in ways both central to the processes of the Institute and meaningful to the students. The plan is to explore increasing this to up to 100 students per year. They are employed on average for 5-10 hours a week for one, two, or three semesters, though some continue with projects for longer durations.

Four goals are identified in the Strategy for this aspect of MIIETL’s work:
1. Build capacity for the meaningful engagement of student partners in MIIETL’s work in educational development, technology, research and advocacy.
2. Identify teaching and learning projects led by student partners who are first authors, presenters, designers and educational leaders.
3. Engage student partners as active collaborators in core aspects of MIIETL operations.
4. Support student advocacy for teaching and learning issues on campus, regionally, nationally and internationally.

Early evaluation of the experience of the pilot of this initiative, involving 13 students from one interdisciplinary programme working in MIIETL as student partners, concluded that “the process of developing student-staff partnerships can be troublesome and uncertain, but ultimately transformative in some cases at least” (Marquis et al. 2016, 11). A major outcome is that a significant number of co-authored staff and student articles (5+) and conference presentations (28+) were accepted in the first 30 months since the program began. Many more are expected as the outcomes of the expanded program are written-up.


5.4 Active Student Participation in Education Network (ASPEN) at University of Glasgow, UK

Active Student Participation in Education Network (ASPEN) is a learning community led by Cathy Bovill. Created in 2015, ASPEN aims to bring together those who are interested in trying to establish more meaningful interactions between students and staff in learning, teaching and assessment. ASPEN meets every 6-8 weeks to share research and practice, as well as offering space for discussion and collegial support. According to Catherine, “ASPEN meetings are an opportunity for us to identify students and staff at the University of Glasgow who are working in partnership and to bring them together. I have tried to ensure that events offer the opportunity for showcasing excellent partnership work from around the University.” In the first year the network consisted of core of 25-30 people, predominantly staff plus some students, with a mailing list of 120 interested colleagues. As the network moves into its second year, a Steering Group of staff and students has
been formed and is currently discussing the possibilities of creating more strategic impact on the university and how members of the network might undertake a range of collaborative research and practice.  

Further information: Cathy Bovill (Catherine.Bovill@GLASGOW.AC.UK); http://www.gla.ac.uk/services/learningteaching/resourcesforstaff/goodpracticeresources/aspen/ 

5.5 Students act as partners with staff and industry in a Creative Industries Network (CIN) at Queensland University of Technology (QUT), Australia

CIN is a student-led initiative that promotes partnerships between Bachelor of Creative Industries (BCI) students, staff and industry. CIN began as the BCI Champions peer mentoring program that was co-designed between students and staff with the aim of building community within the first year BCI cohort. Six months in, the BCI Champions took the initiative and pitched an idea to the Program Convener and Dean of the Faculty to take on a broader remit and establish a professional organisation - CIN. They wanted to be able to engage with the practices of collaboration, career management, networked learning, transdisciplinarity, and enterprise (‘21st century skills’), all of which are emphasised in the BCI curriculum. This model is highly congruent with QUT’s strategic learning and teaching objectives, which are driven by industry engagement, authentic learning experiences, and real world learning (Bridgstock, 2016; Queensland University of Technology, 2016).

Initiatives run by CIN include Co-design BCI Curriculum; Orientation Program; Coterie and Creative Enterprise Australia (CEA); People Industry and Peers (PIP) networking events; Capacity building staff / students around students as partners; Social media campaigns; and Work Integrated Learning Workshop and the Industry Q and A events. Funding for the initiatives and support for CIN is sought and obtained by students and/or staff. The funding base consists of a range of grants, subsidies and sponsorship from both the university and industry.

The CIN organisational structure, governance and workflow mirrors that of a flexible creative start up. The core team consists of 28 members who operate within a flat organisational structure, with decision making shared by both staff and students in the team. Each of the students have an area of specialty that they work on as part of the team. Historically the initiative has been sustained through staff led student recruitment each year based on leadership potential. CIN is moving towards a student-led approach to recruitment in which students are either recruited for a specific skill set through a call out for expressions of interest by the student team (e.g. a graphic designer or arts project manager), or through their involvement at Town Hall meetings and volunteering on events. This core team sits within a broader network of 450 CIN members, and over 2000 BCI students.

CIN run their meetings, creative catch ups and connect with other industry representatives from their base at the Coterie. Each month CIN run a Town Hall with Creative Industries students to talk about ideas, provide suggestions for improvement in the curriculum, and develop and foster new and existing relationships. Everyone works together (including staff) to contribute ideas, feedback and work on the planning and delivery of events, initiatives and processes. In addition to these larger meetings, the core team meet weekly to develop ideas, touch base with progress and continually re-examine their strategic planning for the year. These meetings are facilitated with an academic staff member – with some ideas being initiated by students, some by staff and some co-initiated out of the conversations and design thinking approaches that happen in these meetings. The student’s role in CIN is voluntary, and is approached as a career building strategy. The majority of employers in the Creative Industries expect that students graduate with professional experience in their field. The roles in CIN are designed to reflect real world job positions so that a student is able to graduate with a role such as social media and communications manager for the Creative Industries Network on their CV. Their experience working in CIN sets them up for their transition into the workforce, and allows them to build contacts and connections with industry that they can then utilise later in life. The modular set up of the core team means that students are able to step in and out of key roles depending on their availability around work, university and life.

Further information: Bridgstock, R. (2016, in press); QUT (2016); http://www.futurecapable.com. This is a summary of a longer case study B 5.4 available in the Students as Partners and Change Agents Handout at www.mickhealey.co.uk/resources
C. Engaging students as change agents (mostly) in global learning

The following case studies of students as change agents further illustrate students as partners in quality enhancement. They are classified under five headings and many could fit under more than one heading. They are a selection of a much larger set on our website.

1. Engaging students as pedagogical consultants, ambassadors and evaluators

1.4 Students co-led a research project on inclusive practice and ran an appreciative inquiry faculty development session at University of Worcester, UK

A team of three academics and three students led a collaborative project using appreciative inquiry (AI) on what constitutes good inclusive practice in the Institute of Education (University of Worcester). The students collected data on the positive things about the experiences of the Institute from both year cohorts and disabled students, analysed it and presented it at a staff development day. The impact on staff has been particularly powerful because students collected and presented the findings and because AI is a strengths-based approach. Feedback from staff was overwhelmingly positive. For example, they reported AI was a motivator to further develop their strengths and to develop an appreciative tone in meetings. Experience over several projects at Worcester using AI is that there is particular power in hearing students report participatory research which conveys appreciation of work undertaken by academic staff. So far this seems to be a win, win, win situation; with students gaining from their experiences of researching and presenting their findings, educational developers achieving greater staff engagement, and, academic staff feeling empowered to drive their practice forward.

Further information: Chapman (2011); Snell et al. (2012)

1.9 Students engaged in evaluating the curriculum at the University of Sydney, Australia

In 2012, in a postgraduate unit of study called Critical Thinking in Business with 560 students enrolled, about 70% of the students were from non-English speaking backgrounds and were grappling with the language and with the concept of critical thinking. Professor Carson drew on her background in deliberative democracy to create an opportunity for the students to give feedback on the unit, and to model a different way to collectively decide in large groups. Building on a summary of mid-semester student feedback, a World Café was conducted in each of the 20 tutorial groups. Students engaged in an iterative conversation about what they wanted to change about the unit of study, both in the current semester and the next one. At the end of the tutorial, students were asked to reach agreement about the two most effective suggestions: one for this semester, one for next semester. A representative from each tutorial group then attended a meeting where the students created a final list of suggested changes. After an hour, the unit coordinator came into the meeting, with the guarantee that she would implement whatever changes the group proposed (with the proviso that the changes needed to be consistent with the university’s policies). The unit coordinator heard what the students wanted, asked a few questions and the students offered additional comments. The agreed changes were reported back to all students in tutorials and in the lecture. Students commented about how the World Café helped them to appreciate multiple perspectives, and how the technique could be used as a decision-making tool in the workplace. Tutors also commented that the World Café was one of the highlights of the semester.

Further information: Bell et al. (2013)

1.16 Implementing a Student Consultant Program at Lingnan University, Hong Kong

“To enhance teaching and learning, Lingnan University’s Teaching and Learning Center partnered with the Teaching and Learning Initiative at Ursinus College (USA) to develop faculty-student partnerships in the form of pedagogical "student consultants." Through regular classroom observations, consultation, dialogue, discussion, and critical reflection, student consultants provide faculty across disciplines with feedback from the perspective of trained students who are not enrolled in their courses. Partnerships allow faculty insight into how their teaching practices and assignments are perceived and received by their students. Through partnership, a new forum is created where students and teachers can collaborate on how they both function as teachers and
To implement the Student Consultant Program at Lingnan, two Ursinus College students trained four Lingnan University students to participate in the observation process. Over three days, Lingnan students formally observed various classes across disciplines and engaged in reflective discussions with faculty in the analysis of their classroom practices and experiences. The results were immediately transformative: organizers saw newly empowered students transforming the classroom and taking ownership of their education. At the same time, faculty were empowered by the affirmation of what works in their classrooms and received feedback on what could be improved. As we continue to refine a four-year curriculum that will prepare students to become global citizens, the Student Consultant Program is an innovative way of enhancing teaching excellence through dialogue and collaboration between faculty and students” (Ho et al., 2014)


2. Engaging students as co-designers of curriculum

2.6 Students are engaged in co-design of assessments at University of Derby, UK

Following guidance on basic assessment principles, students on a public sector management module at Masters level with 20 participants, largely middle managers, were asked to create, negotiate and agree the module assessment brief and to tailor the standard university marking criteria. They voted on whether they wanted group or individual assessment. They were also involved in some peer-marking and giving feedback to each other. An action research project explored the responses to the intervention, from students and teachers’ perspectives. Findings were thematically analysed and ‘member checked’ with student focus groups. Most of the participants were in favour of being empowered to be involved in choice of the topic for assessment, which appropriately was ‘choice and voice’. The negotiation took about 4 hrs, about 10% of the module, but as the process was closely related to the topic the students were experiencing aspects of the process first hand. This case study illustrates that engaging students in assessment design, increases the level of understanding of assessment principles and processes, and raise their motivation and results. One of the students subsequently won £750K of Arts Council funding using models learned from the programme.

Further information: Dexter and Prince (2007a, b, c); Dexter (2012)

2.8 Medical and health science students engage in a Global Health curriculum development project at the University of Southampton, UK

A group of medical students at Southampton University initiated a ‘Global Health Education Network’ (GHEN). One of the network objectives is to influence the curriculum of health and social work programmes, which members feel ought to address global health more explicitly. Another is to enable greater scope for work placements abroad; medical, midwifery and some allied health students are able to access such placements although many hurdles exist and students need to be persistent. Underpinning the global health initiative is a clear moral standpoint; as citizens of the world, we have a duty to understand the global challenges ahead. In response, the Vice Chancellor and other senior executive staff offered them the chance to work collaboratively with staff and local health practitioners on a new interdisciplinary module – Global Health – which is being offered as part of the University’s Curriculum Innovation Programme. Twelve students were involved in designing the Global Health module with academics and employers, having generated interest by holding network meetings. They ensured the student perspective was integral to the development, contributing a unique perspective on what students might offer communities as well as what they might need to learn and develop. They ensured the module established the link between socio-political issues and health, wherever health care takes place, unlike the traditional medical definition of global health. Most importantly their
contribution ensured that the values which motivated them and their peers were articulated and embodied in both the content and the delivery of the module. The time they spent was their own, with no payment or academic credit. When offered remuneration they refused. All are active in the Global Health Education Network and share responsibilities amongst the group so that no single individual takes on too much. The module development team benefited greatly by being reminded why motivated students become interested in education - they understand its power to change and influence future generations. Through discussions and presentations the students and staff learned together and came to share an agenda, of which the new module is only one aspect.

Further information: Wintrup (2010); http://www.southampton.ac.uk/cip/

3. Engaging students as teachers, assessors and mentors
There is overlap here with the previous section on co-designing the curriculum. The emphasis here though is students are engaged in developing teaching resources, and directly teaching and assessing other students.

3.1 Programme co-ordinators redesigned the first year geography curriculum in collaboration with students at University College Dublin, Ireland
The programme enrolls approximately 400 students each year. The co-ordinators advertised for four third-year students to apply for the job of co-designing the curriculum with existing academic staff. These students were paid to design a new virtual learning environment based around case studies covering important themes for first-year geography, such as migration and the coffee trade. They then produced written, audio and video resources for the virtual learning environment that first-year students could interact with and use to support their learning. These case studies prompted discussion among small groups of students online and in class. The third-year students then collaborated with the programme co-ordinators to identify examples of good student work that could be used as the basis for teaching sessions. In this way, the current students’ work directly influenced and contributed to the curriculum.

Further information: Bovill et al. (2011)

3.20 Engaging students as change agents in global learning in the Business School, University of South Australia
In 2007 in the Business School at the University of South Australia a peer mentoring program was established, with a particular focus on connecting local and international students. The program included a modification to traditional mentoring programs, which typically pair individual students. In the Business Mentors program groups of 15-20 incoming students were assigned two peer mentors, one a senior local student and one a senior international student. The two mentors were given specific training in working as mentors with culturally diverse groups. Mentees were deliberately allocated to groups to ensure diversity and a mix of ‘home’ and ‘international’ students. Organising the Business Mentors program in this way was a deliberate attempt to send a clear message to students that the university viewed cross-cultural diversity as a learning opportunity and to both facilitate and support student engagement in intercultural, global learning encounters. Mentors and their groups were supported to negotiate and engage in a range of extracurricular activities.

The Business Mentors program supported work being done in the formal curriculum to develop a number of graduate qualities related to global learning, the development of international perspectives and the ability to work in multi-cultural teams. The outcomes of the program have been evaluated annually since its inception. In successive years the program has been shown to improve the sense of belonging to the university community for mentors and mentees. Consistently, over 90% of mentors have indicated that they believe that UniSA values diversity. Since the introduction of the Business Mentoring program, the Business School has also implemented other programs in the informal curriculum, similarly focussed on enhancing global learning. These include the Your Culture, My Culture and Spiced Cooking Demonstrations. All of these programs involve students working in partnership with staff in the faculty to both conceptualise and implement the programs.
The **Your Culture, My Culture** program supports the development of international perspectives in students through cross-cultural social interaction. Students who volunteer to participate in the program are allocated to groups of 6-8 domestic and international students, and provided with opportunities to share details of their cultures and customs in informal unstructured environments. Evaluation of this program in 2016 indicated that 97% of students who participated believed that UniSA values diversity, 94% felt part of the university community, and 100% would recommend attending Your Culture, My Culture to other students.

The **Spiced Cooking Demonstrations** provides students with opportunities to engage in positive cross-cultural experiences that facilitate the formation of global communities. The Spiced Cooking classes showcase food and culture, and allows students to share cultural experiences through the sounds, sights, smells and tastes of different regions of the world. The attendance at each of the cooking demonstrations in 2016 ranged from 200–450+ students per event. The results from Spiced in 2015 indicate that 98% of students felt UniSA values diversity, 91% felt part of the university community and 93% would recommend attending Spiced to other students.

*Further information:* Betty Leask (B.Leask@latrobe.edu.au); Tristana Sidoryn Tristana.Sidoryn@unisa.edu.au

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3.21 Self-organised peer circles supporting cultural wellbeing and collaboration amongst postgraduate students at the University of Tasmania, Launceston, Australia

The locally developed peer circle, “Australian Tea with Di” commenced in 2016 at the University of Tasmania when a first year PhD candidate asked a senior member of the postgraduate community to join international postgraduate students for a weekly cup of tea and conversation in English. The initiative was designed to afford the international students opportunities to talk in English with a ‘native speaker’ in a social setting (Hedayati, Nur, Pavlyshyn & Emery, 2016). The Friday Australian Tea sessions began within one faculty, but soon opened up to the wider University of Tasmania community of Australian and non-Australian postgraduate students, attracting up to 18 participants per week.

Australian Tea sessions became occasions for sharing cultural celebrations from students’ home countries and frequently participants in the peer circle discussed aspects of their postgraduate studies such as progress with meeting various milestones. More experienced students in the group shared their experiences of navigating the challenges of being international students with newer students. Over time the group initiated collaborative scholarly activities devised to enhance students’ cultural capital through such practices as conducting research into the Australian Tea program and co-authoring conference presentations (three papers were presented at the Australian Association of Research in Education 2016 conference by Australian Yea postgraduate student collaborations).

A self-initiated qualitative study of the “Australian Tea with Di” initiative explored ways in which the weekly peer circle supported cultural wellbeing amongst participants. The study found that it provided both international and Australian postgraduate students with opportunities to explore cultural diversity, which resulted in the cultivation of safe space and enhanced emotional wellbeing and social interactions amongst participants (Pavlyshyn, Emery, Nur & Hedayati, 2016). Cooperation and collaboration emerged as a consequence. From the inception of the Australian Tea sessions, the crossing of cultural boundaries became an evolving phenomenon, where from the weekly afternoon tea on Fridays, other activities and practices took place within the postgraduate community, which increased students’ social and cultural capital.

*For further information contact Sherridan Emery sherridan.emery@utas.edu.au*

Conference papers co-authored by students in the Australian Tea group can be accessed at [http://www.utas.edu.au/engaging-students](http://www.utas.edu.au/engaging-students)
4. Engaging students as SoTL practitioners

4.2 Building a network for undergraduates researching into teaching and learning: Connecting students across continents

The Matariki Undergraduate Research Network (MURN) connects undergraduate researchers investigating teaching and learning topics in four universities spread across four countries: University of Western Australia; University of Otago, NZ; Durham University, UK; and Queens University, Canada. The universities are part of the Matariki network and in each institution 6-12 undergraduates are offered internships to explore extra-curricular teaching and learning research projects focused on a common topic (internationalisation in 2012 and 2013). The students start at the same time in June and share an online classroom using web technology to engage in synchronous and asynchronous learning. They are trained locally and globally in educational research methods (with some synchronous sessions) and are supervised locally as they undertake their research. The preparatory workshops are delivered to all students either in a synchronised process via online delivery or by staff in the respective universities. A timeline of activities and events throughout the six month project is used to ensure that students in all universities are experiencing the same program at the same time and are able to meet online to discuss developments, progress, challenges and achievements. The students network on a regular basis to share their learning journeys and research findings. This initiative has grown out the Undergraduate Learning and Teaching Research Internship Scheme (ULTRIS), which has been trialled and evaluated over two years at The University of Western Australia.

Further information: Sandover et al. (2012b)

4.19 Students involved in international collaborative writing groups through ISSoTL

International collaborative writing groups (ICWG) aim to build the capacity of participants to work and write in international collaborative groups. Eight or nine groups work at a distance to prepare a 2000 word outline for online discussion running up to a International Society for the Scholarship of Teaching and Learning (ISSoTL) pre-Conference workshop, where groups meet for two and half days. They spend time preparing their draft paper within their groups and in discussion with participants of other groups along with some social activities as part of the workshop. Following the workshop the groups have five to six months to complete and send in their papers for submission to the Society’s international SoTL journal, Teaching and Learning Inquiry.

The first ICWG was in 2012-13 linked to the ISSOTL 2012 Conference hosted by McMaster University, Canada. Seventy people from 13 countries took part, spread across nine groups with each comprising at least one student member. Nine scholarships were provided to subsidize the costs of student members. The 2012 initiative resulted in eight publications in a special edition of Teaching and Learning Inquiry along with a SoTL publication evidencing the initiative’s positive impact on participants. The second ICWG is associated with the 2015 ISSOTL Conference in Melbourne Australia involving 61 people from 11 countries with 9 full-time students. Fees for students were waived and all were offered free accommodation and a travel subsidy (for those outside of Melbourne).

5. Engaging students as strategy developers and advisors

5.3 Black and minority ethnic (BME) students advise senior managers at Kingston University, UK

The Academic Development Student Advisory Panel (ADSAP) was established in 2011 at Kingston University to advise senior managers within the Academic Development Centre (ADC) on strategies to understand and improve the experience of BME students. Approximately 8 – 10 students are involved with membership altering at the end of the academic year. The work is unpaid. Since its inception ADSAP has engaged in a number of areas including:

- Advising the senior manager responsible for the development and implementation of the university’s Review of the Academic Framework
- Participating in a study tour to one of the university’s partner institutions in the US (University of North Carolina at Charlotte) to learn about and exchange views and experiences on: BME student attainment in higher education; academic mentoring for ethnic minorities; student engagement; and student societies
- Advising the staff team responsible for developing and implementing a new university wide pre-entry summer school scheme aimed at widening participation cohorts;
- Advising the staff team responsible for development and implementation of a new university wide first year academic mentoring scheme
- Providing ten hours of talking head footage (HD quality) of student perceptions and advice for staff and students on: staff-student relationships; transition into first year; final year and post graduate programmes; assessment and feedback; plagiarism; and academic skills centres.

The students have given joint conference presentations and engaged in formal meetings with members of university senior staff including Vice Chancellor, Deputy Vice Chancellor and Chair of Governors.

Further information: Michael Hill (M.Hill@kingston.ac.uk)

5.9 Igniting a Learning Revolution: Student-led higher education for sustainability and students as a force for renewal at Uppsala University and Swedish University of Agricultural Sciences, Sweden

The Centre for Environment and Development Studies (CEMUS) is a student-initiated and primarily student-led university centre, straddling the two universities in Uppsala. Since its inception in the early 1990s, the Centre has initiated and greatly expanded the space for trans-disciplinary student-led higher education as well as research and collaboration that transcends traditional academic disciplines and boundaries between academia and society at large. Around 700 students enroll annually in one or more of the 20 current undergraduate, graduate and PhD courses offered at CEMUS. The courses are organized and led by students, usually recruited from the current pool of students at CEMUS, and are hired on a 9-month project-basis as course coordinators. Often working in pairs of two, the course coordinators lead the process of planning, running and evaluating each course, and do so in close partnership with a selected multidisciplinary group of researchers and teachers as well as practitioners and educational developers, who contribute to the course as guest lecturers, examiners and advisors. Over the years, several hundreds of students have worked as course coordinators, thousands of researchers, teachers and guest lecturers have been engaged and well over 10,000 students have taken one or more of the many courses offered by CEMUS.

The educational model has served as an emancipatory force for students that continue to be amazed at what they are capable of creating when given responsibility and freedom. It has also served as an oasis of creativity and pedagogical experimentation for university teachers that has inspired educational development, including new courses in their own departments.

As CEMUS itself is in constant renewal, with just a handful of permanent staff and between 5 and 10 new course coordinators hired every year, a major challenge has been to maintain sufficient continuity and institutional memory to navigate and manage the evolution of the Centre. In the last two years this has sparked
an increased collaboration with a number of new partners, both within and outside the university, nationally and internationally. The two-year project “Active Student Participation in Higher Education at Uppsala University” in collaboration with the Department of Quality Enhancement and Academic Teaching and Learning, and with strategic funds from the vice-chancellor of Uppsala University, aims to inspire and support students to become active co-creators of higher education. The installment of guest professorships and the development of new research fields, inspired by themes from CEMUS courses and made possible by co-funding from philanthropic organizations, is another example. Recent projects also include collaborations with students and educational developers at universities from several different continents.

Further information: Stoddard (2012, 2013); Hald (2011); Nitsch (2014); Rieser (2014)

5.15 Economics students have established a global network to rethink economics

Rethinking Economics is the global student movement to reform the way economics is taught at universities. It is a UK based network of over 30 student groups around the world, all on a mission to demystify, diversify, and invigorate economics. It grew out of dissatisfaction with traditional economics and the way it is taught in universities to explain and respond to the economic crash in 2008. The International Student Initiative for Pluralism in Economics (ISIPE) produced a joint statement and since 2014 have held an annual global action day. Rethinking Economics holds roadshows and conferences and is writing an introduction to pluralist economics co-written by students and academics. In 2015 they launched Economy, backed by Cardano Insights, which engages the public with economic issues that matter and affect their everyday life.