Learning and teaching context
The context was postgraduate international students and staff members’ partnership experiences in co-curricular activities at a Research University in Malaysia. Interviews were conducted with 33 postgraduate international students, 10 academic staff members and 12 professional staff members.

What we did
In this Malaysian research university, student-staff partnerships are well integrated in the co-curricular activities, where international students are invited to co-design and implement adjustment programs for newly arrived international students. Further, international students were also invited to be co-researchers along with staff members to research and design the University Plagiarism Policy. A manifestation of student-staff partnerships was also found in new activities such as involving students as writers/editors for newspaper and magazine articles and a student as a website administrator.

Aims of our project/intervention
• To explore the multi-layered benefits of partnerships, particularly to postgraduate international students.

What happened?
Some of the key benefits experienced by international students included;
• Increased confidence in presenting ideas publicly
• Increased ability to work efficiently with, and within multi-cultural groups
• Development of management skills necessary for career development
• Enhanced engagement in university’s activities
• Enhanced communication skills with staff members and other students.

Reflection
I have learnt that student partnerships are evident in Malaysian universities but are not spoken or written about. This initiative taken in one Malaysian university shows that partnering with international students is an effective way to provide services to other international students as well as to enhance, strengthen international students’ research and learning capabilities.