Pedagogical Partnership

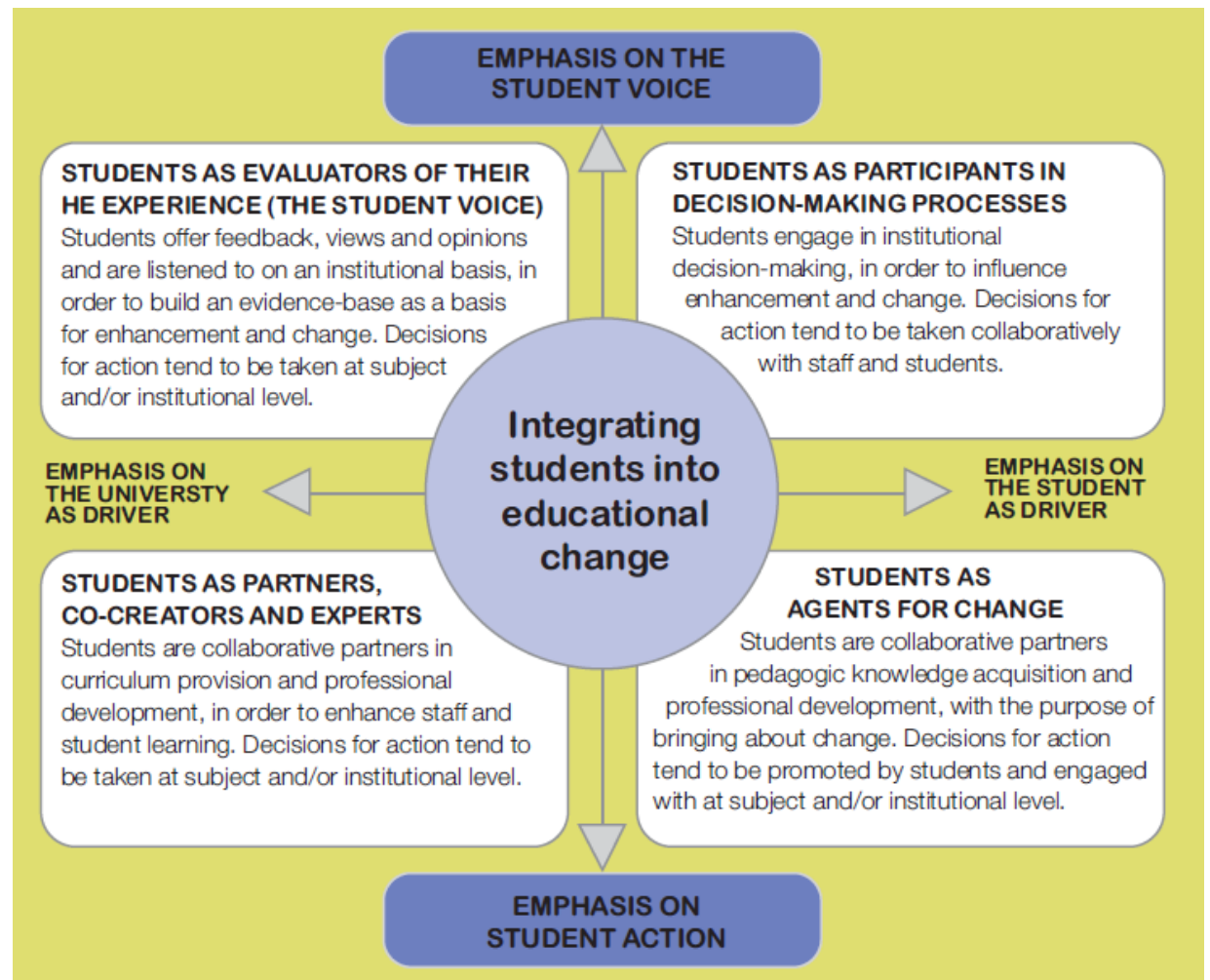24 November 2022
Comenius Circle Inclusie

Herco Fonteijn

Why partnership?

- Develop more engaging student learning experiences
- Develop sense of community and belonging
- Alternative to consumerist models of higher education; responsibility and ownership of own learning
- Align with personal beliefs and values about learning and teaching; transform thinking about T&L
- Develop student and staff capabilities; student motivation and confidence
- More accessible and inclusive higher education

(HEA Students as Partners Summit, 2013; Cook-Sather, Bovill & Felten, 2014)

How?

|	INFORM	CONSULT	INVOLVE	PARTNER	CONTROL
GOAL	To provide students with balanced and objective information to assist them in understanding the problem, alternatives and solutions.	To obtain student feedback on analysis, alternatives and/or decisions.	To work directly with students throughout the process to ensure that their concerns and aspirations are consistently understood.	To partner with students in each aspect of the initiative from identification to solution.	Students design and lead initiatives that matter to them and are in control of final decision-making.
STYLE	"Here's what's happening."	"Here are some options, what do you think?"	"Here's a problem, what ideas do you have?"	"Let's identify the issues and work together to develop a plan and implement a solution."	"You care about this issue and are leading an initative, how can we support you?"

Adapted by Student Voice Australia from © International Association for Public Participation Spectrum of Public Participation www.iap2.org

https://studentvoiceaustralasia.com/reports-publications

EMPHASIS ON THE STUDENT VOICE

STUDENTS AS EVALUATORS OF THEIR HE EXPERIENCE (THE STUDENT VOICE)
Students offer feedback, views and opinions and are listened to on an institutional basis, in order to build an evidence-base as a basis for enhancement and change. Decisions for action tend to be taken at subject and/or institutional level.

STUDENTS AS PARTICIPANTS IN DECISION-MAKING PROCESSES
Students engage in institutional decision-making, in order to influence enhancement and change. Decisions for action tend to be taken collaboratively with staff and students.

EMPHASIS ON THE UNIVERSTY AS DRIVER

Integrating students into educational change

EMPHASIS ON THE STUDENT AS DRIVER

STUDENTS AS PARTNERS, CO-CREATORS AND EXPERTS
Students are collaborative partners in curriculum provision and professional development, in order to enhance staff and student learning. Decisions for action tend to be taken at subject and/or institutional level.

STUDENTS AS AGENTS FOR CHANGE
Students are collaborative partners in pedagogic knowledge acquisition and professional development, with the purpose of bringing about change. Decisions for action tend to be promoted by students and engaged with at subject and/or institutional level.

EMPHASIS ON STUDENT ACTION

Dunne & Zandstra (2011) model of students as change agents
https://dera.ioe.ac.uk/14767/

Suggested questions for course reps
(2022-23 edition)

sparqs

The Student Learning Experience is a concept developed by sparqs to help course reps understand the different parts that make up the learning experience of the students they represent. The 'learning experience' is everything related to how students learn and the way they are taught.

The SLE diagram helps course reps break down the, often vague, idea of the learning experience into practical, bitesize chunks. It means that reps can ask their fellow students specific, meaningful questions around each of the areas of the learning experience, ensuring student feedback is broad ranging.
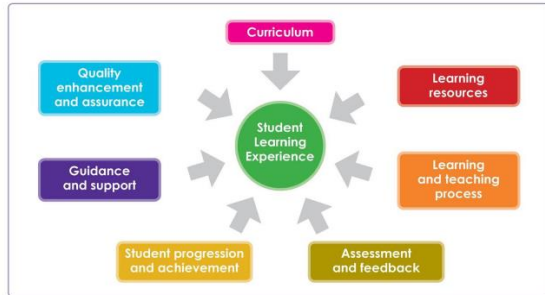
The second part of this document outlines some suggested questions that course reps may want to ask the students they represent, organised under each of these SLE themes.

First, we have provided brief notes on some key themes you'll likely encounter as a rep:

Online / blended learning	**Student Mental Health and Wellbeing**
Anti-Racist Curriculum	**Education for Sustainable Development**

'We're trying to do things differently': the challenges of relationships and recognition in Higher Education

A reflexive review of King's College London's Social Sciences BA programme

Freya Aquarone, Laura Nehéz-Posony, Propa Rezwana Anwar, Samira Salam, Eleni Koutsouri, Minkyung Kim, SooYeon Suh, Tope Mayomi, Julia Pilarska, Emily Houghton, and Yara Boodai

Bournemouth University

Careers & employability | Health & wellbeing | Things to do | Learning | Help & advice | Log-i
Academic dates | Library | Services on campus | Coronavirus | Information for new students
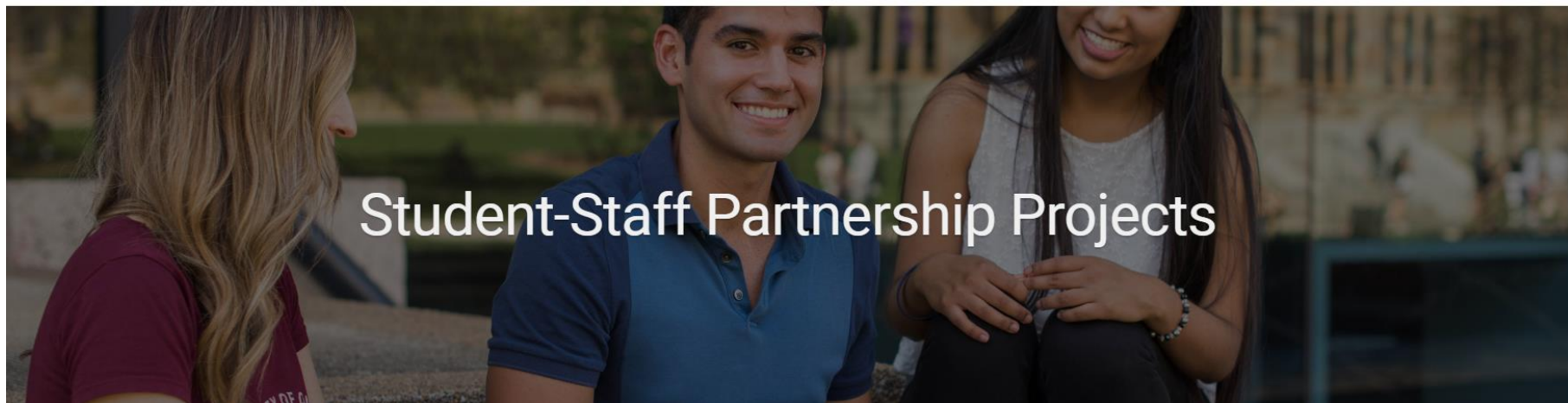AskBU: contact us | Got a question? | Student news and events

Peer Assisted Learning (PAL)

Peer-Assisted Learning (PAL) is a scheme that fosters cross-year support between students on the same course. We were one of the first UK universities to establish a PAL scheme and have been running this initiative since 2001, where it has seen considerable growth, currently operating in the majority of undergraduate programmes at BU.

THE UNIVERSITY
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AUSTRALIA

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Careers and Employability

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Student-Staff Partnership Projects

Project logistics   Eligibility   **Benefits**

For students		For staff	
	Form meaningful partnerships with UQ students and staff		Collaborate in partnership with motivated and creative students
	Draw upon your knowledge and experiences to be an agent for change at UQ		Empower students to have an impact at UQ
	Enhance your employability through the development of key capabilities		Learn from and with diverse students
	Counts as a Supplementary Activity within the UQ Employability Award		Collaborate in a team environment to enhance your course, program or initiative at UQ
	Receive a grant to support your engagement in the program		Increase inclusivity in your course, project or initiative

https://itali.uq.edu.au/advancing-teaching/initiatives/students-partners

IExplore

Curriculum development

Partnership Pedagogies

Projects to develop teaching towards a more co-creative approach within the curriculum and develop whole cohort approaches to partnership

Educational research

Space Design

https://www.imperial.ac.uk/students/studentshapers/

STUDENT SHAPERS

Imperial's programme to support engaging with students as partners in Learning and Teaching

WESTERN SYDNEY UNIVERSITY

Future Students   **Students**   **International**   **Research**   **Alumni**   **MyWestern**

Indigenous | Courses | New to Uni | About | University Life | Our Campuses | Schools | Institutes | Business and Community | Staff | Careers
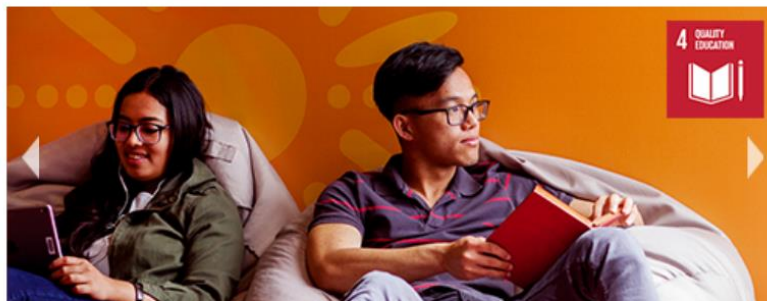
LEARNING FUTURES

Learning Futures

> **Teaching Support**

> **Professional Learning @ Western**

> **Curriculum Renewal**

> **The 21C Project**

  - **Get involved**

> **Sustainability Education**

> **Contact Us**

Partnership Pedagogy

4 QUALITY EDUCATION

CO-DESIGN

Co-designing curriculum ensures the course goals, purpose and/or curriculum elements are formulated through ongoing dialogue between partners.

Getting Started Guide

Work Integrated Learning

Professional Development Module

CDA Policy Implementation Resources

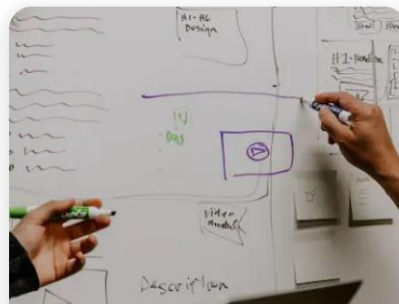**Campus** | Resources for academics and university staff

Working with students to co-create their education

Co-creating with students: practical considerations and approaches

Enabling staff-student co-creation of experiential learning at scale

Co-creation of curricula with students: a case study

Co-creation does not need to stop because we've moved online

THE RED HOUSE

https://redhouse.georgetown.edu/

SFS X Red House
New Spring 2021 Course Offering

PLACEMAKING:
GET TO KNOW HOME
WHEREVER YOU ARE

INAF 385
Open to all

- Spend less time on Zoom!
- Create your own reading list
- Take a 6CR creative project option

Transforming Individuals

Cultivating Human Capacities

Goal: Explore ways to redefine 'whole-person education' for the mid-21st century, shaped by Ignatian principles.

Transforming the University

Re-bundling Educational Practices

Goal: Generate new educational models, centered in high-impact practices, by flexing time, space, costs, and by applying the most effective capacities of emerging digital tools.

Transforming Society

Addressing Existential Challenges

Goal: Shape new curricular and educational practices to address the most urgent problems, beginning with racial justice and environmental justice.
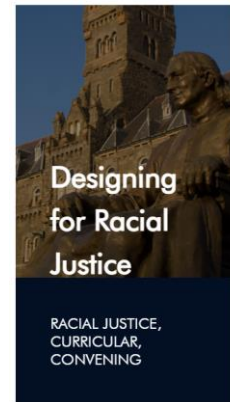
CONFLICT TRANSFORMATION LAB

Designing for Racial Justice

RACIAL JUSTICE, CURRICULAR, CONVENING

Equity in the Academic Experience

EQUITY, CONVENING, FUTURE OF HIGHER ED

VU VRIJE UNIVERSITEIT AMSTERDAM

NL

Studying with A Broader Mind

Part of A Broader Mind is the Broader Mind Course. Programme director Govert Buijs explains how VU bachelor's and master's students are working with VU staff to shape the future of our education

→

Br

BILDUNG ACADEMIE

VOOR ORGANISATIES

I.S.M. DE VRIJE UNIVERSITEIT

A BROADER MIND

INFO & AANMELDEN

SaLT Program

The Students as Learners and Teachers (SaLT) Program is the signature program of the Teaching and Learning Institute (TLI). Student partners in the program are often referred to as student consultants, a name they chose for themselves. They partner with individual faculty and departments to create more inclusive, equitable, and anti-racist approaches to teaching and spaces of learning.

Cook-Sather, A. (2018). Developing "Students as Learners and Teachers": Lessons from Ten Years of Pedagogical Partnership that Strives to Foster Inclusive and Responsive Practice. *Journal of Educational Innovation, Partnership and Change*, 4, 1.
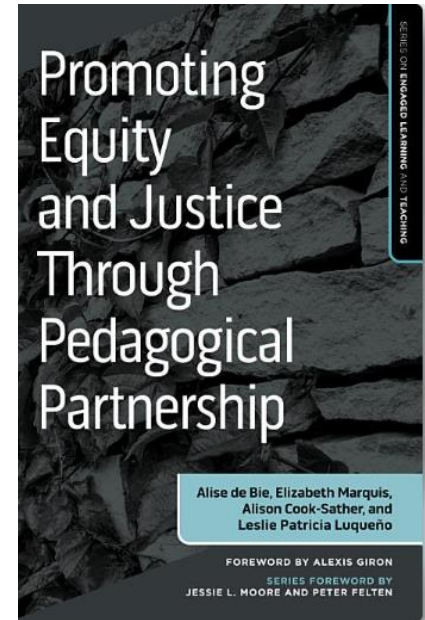
ABCs of climates of engagement (Tatum):

- Affirm identity
- Build Community
- Cultivate leadership

How to consider equity & justice throughout partnership
(launch, develop, sustain, disseminate partnership initiatives)?
How to invite critique, consider harms, reflect on partnership work?
How to sustain ourselves during partnership work?

Welcome to CEMUS! The Centre for Environment and Development Studies

CEMUS is a unique student initiated and primarily student-run university centre with the explicit ambition to contribute to a better world.

Read more »

Student-Led Education at CEMUS

Our education in environment, development and sustainability brings together the best guest lectures, interactive learning methods, and courses created by students in collaboration with researchers, teachers and societal actors

Read more »

Dec 14: Climate Leadership Student Conference

Read more »

University of Exeter

STUDENTS AS CHANGE AGENTS

Home | Get Involved | Current Projects | Case Studies

Get Involved

Registration

Submit details of your project idea in our online form ›
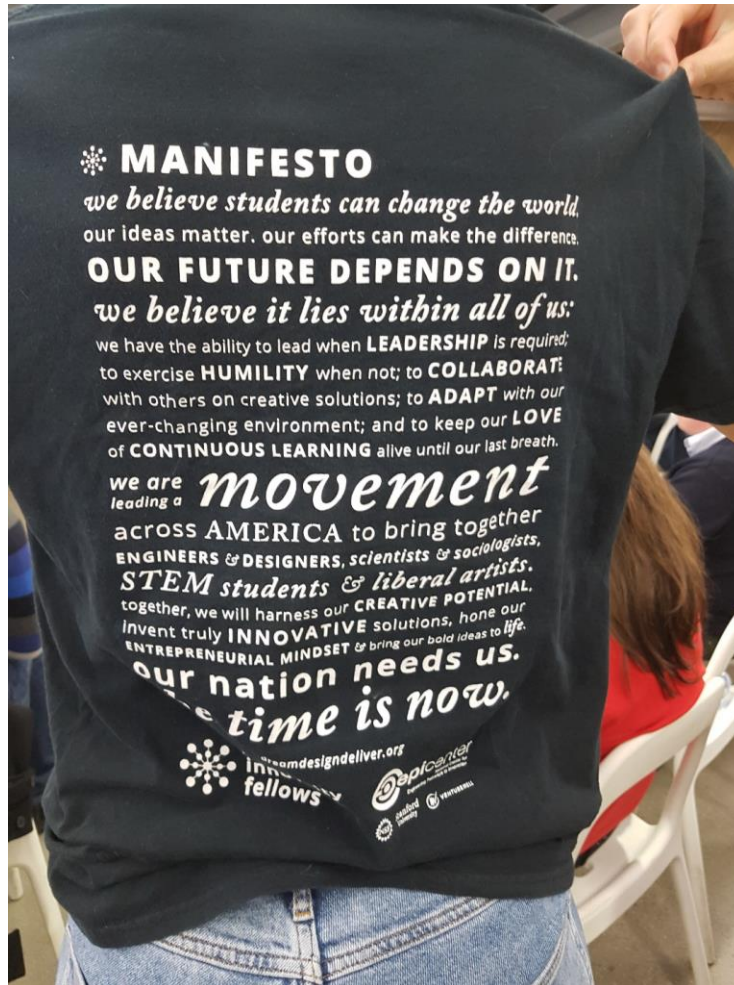
the exeter award

Students as Change Agents and Partners is the University's philosophy and pathway for empowering students to actively improve the University experience for themselves and their peers. Every change suggested is explored and/or implemented through an individual project.

Students' involvement in a Change Agents project can take different forms, but fundamentally students must take a leading role in the direction and management of a project. The project can make use of one or more students in a partnership-based role with other staff leaders, or students can be delegated or given control (as "agents of change") to lead the project by themselves.

Projects registered through Change Agents are supported to deliver effective and measurable change, and become part of a community of sharing practice in student-led enhancement. Students on registered projects, especially those working without staff partners, also receive help to structure their project, and support to access training to better develop and demonstrate their ability in a range of valuable personal skills such as leadership, teamwork and project management.

UCL ChangeMakers

UCL ChangeMakers provides project funding and support to students and staff who want to work together to enhance the learning experience of students at UCL.

Themes for 2022-23

- Learning Communities & Belonging: Creating connections within programmes;
- Academic development & support: Personal tutoring and peer support;
- Assessment & Feedback: Co-creating authentic assessments;
- Supporting student success: Co-creating inclusive curriculums.

Thinking of running an audit or review?

If you are thinking of reviewing a module or programme, a Moodle or a service, let us know on

" ChangeMakers was indeed a changing experience for me. It made the academic year much richer, improved my understanding and provided key insights I otherwise would not have gained.

D-school innovation fellows, Stanford, 15 nov 2018

Universiteit
Utrecht

Stuko

StuKO: StudentKwalificatieOnderwijs
Faciliteren, erkennen en waarderen
van onderwijs door studenten

Open Issues

- Pedagogies of partnership (esp. related to discipline)
- Impact of partnership on students, staff, institution, society?
- How is partnership experienced?
- How and why do partnerships fail? Fragility of partnership space
- Transition, sustainability

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Cook-Sather, A. (2019). Respecting voices: how the co-creation of teaching and learning can support academic staff, underrepresented students, and equitable practices. *Higher Education*. https://doi.org/10.1007/s10734-019-00445-w

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