

Please bring this handout with you to the session either as an electronic version or in hard copy

## Engaging Students as Partners in Learning and Teaching

Professor Mick Healey

with Dr Ruth Healey

Healey HE Consultants

[mhealey@glos.ac.uk](mailto:mhealey@glos.ac.uk); [r.healey@chester.ac.uk](mailto:r.healey@chester.ac.uk); [www.mickhealey.co.uk](http://www.mickhealey.co.uk)

Keynote at:

Applied Learning: Developing Future-ready Talents in an Era of Disruptive Change  
Singapore Institute of Technology 30-31 January 2020

### Structure of presentation

- A. Unpacking the development of future ready talents through students working in partnership with staff
- B. Students and staff as partners in learning and teaching in HE in South East Asia
  1. Engaging students as pedagogical consultants, ambassadors and evaluators
  2. Engaging students as co-designers of curriculum
  3. Engaging students as teachers, assessors and mentors
  4. Engaging students in research and inquiry
  5. Engaging students in strategy development, consultancy and public engagement
- C. Students and staff as partners in learning and teaching in HE in other parts of the world
  1. Learning, teaching and assessment
  2. Subject-based research and inquiry
  3. Scholarship of teaching and learning (SoTL)
  4. Curriculum design and pedagogic consultancy
  5. Integrated approaches
- D. Values of working in partnership

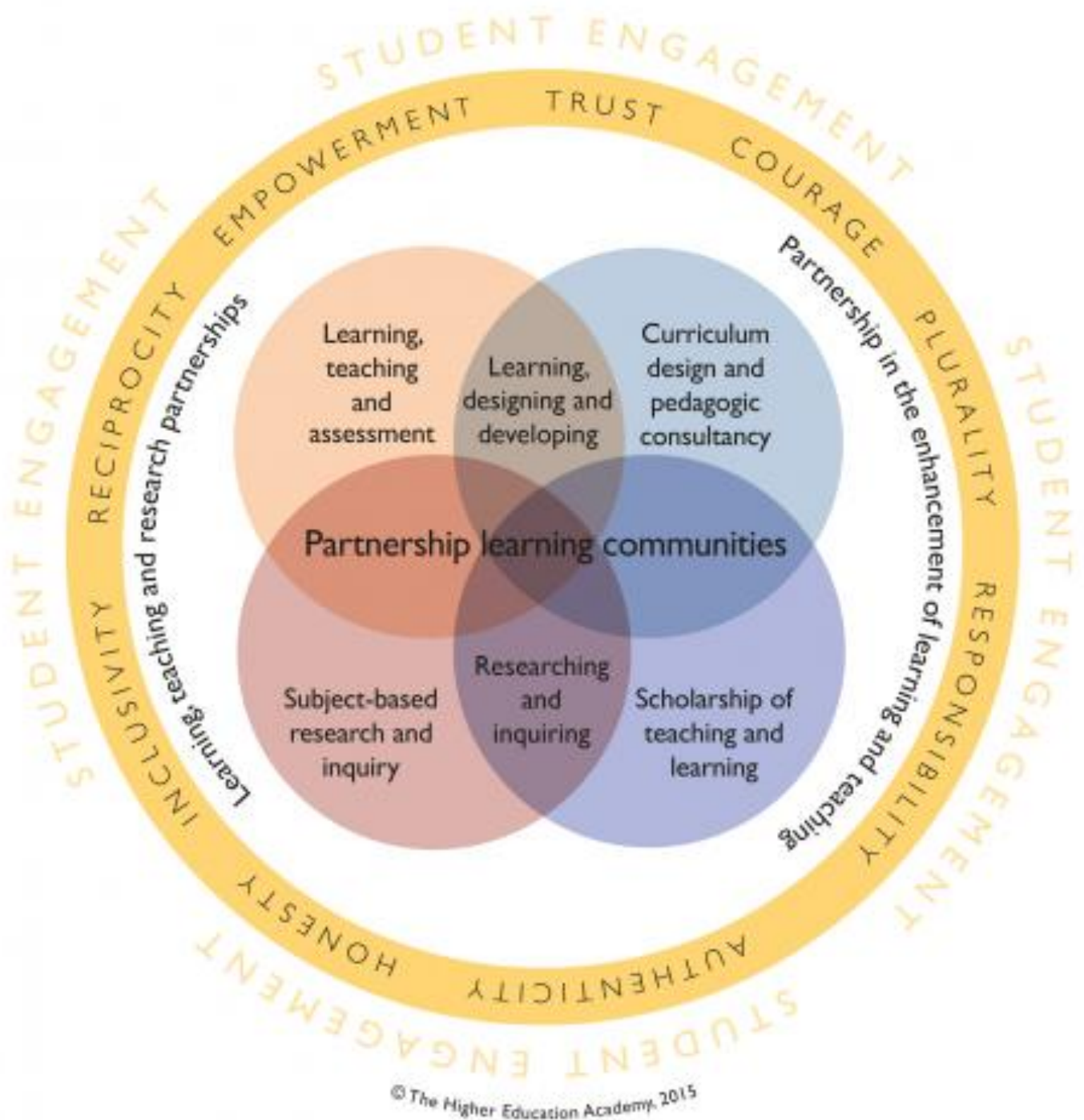
### A. Context and frameworks

#### Table 1: Partnership 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:

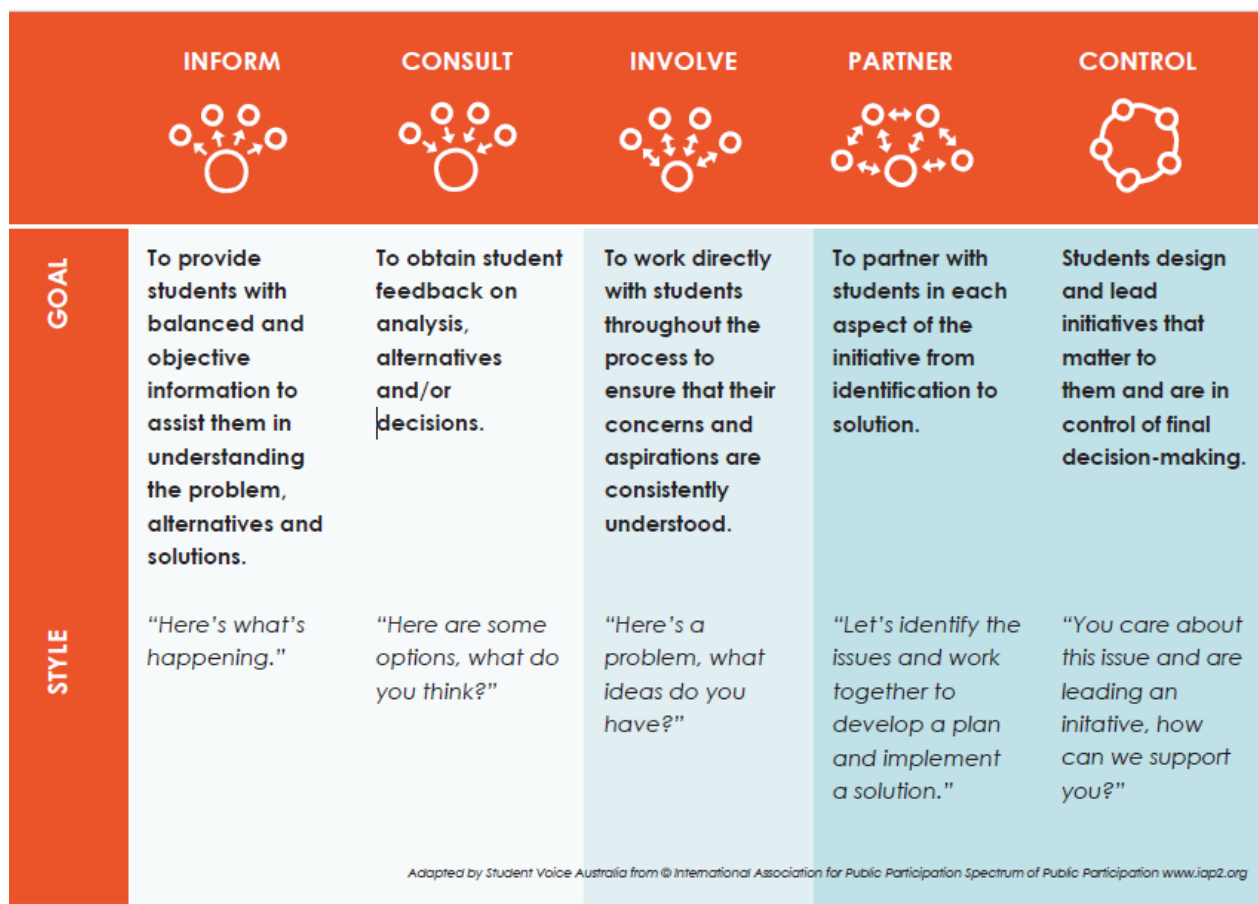
- **Authenticity**: the rationale for all parties to invest in partnership is meaningful and credible.
- **Honesty**: all parties are honest about what they can contribute to partnership and about where the boundaries of partnership lie.
- **Inclusivity**: there is equality of opportunity and any barriers (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.

Figure 1. Students as partners in learning and teaching in higher education: An overview model



Source: Higher Education Academy (2015) Based on: Healey, M., Flint, A. and Harrington, K. (2014) *Engagement through partnership: students as partners in learning and teaching in higher education*. York: Higher Education Academy p.25. <https://www.heacademy.ac.uk/engagement-through-partnership-students-partners-learning-and-teaching-higher-education>

**Figure 2 Student engagement continuum**



Source: Student Voice Australia

## **B: Student-staff partnerships in learning and teaching in HE in SE Asia**

### **1. Engaging students as pedagogical consultants, ambassadors and evaluators**

#### **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 learners. As the program is not formally evaluative and strictly confidential, faculty are challenged to take risks in their pedagogy and reassess the traditional roles of student and teacher. At the same time, this program offers students opportunities to participate in and take ownership of their education. This program emphasizes interactions between students and teachers in the exploration, discussion and solving of pedagogical issues and, as a result, better teachers and better students will emerge.

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). A consultant observes at least one class a week for one term (Pounder *et al.*, 2015).

*Further information:* Ho *et al.* (2014) <http://conference.herdsa.org.au/2014/s339.php>; <http://study.ln.edu.hk/tdg/projects/tg14a3>; Pounder *et al.* (2015)

### **1.19 Students co-design adjustment programmes for newly arrived postgraduate international students at a research-intensive university in Malaysia**

The Student Ambassador Programme (SAP) was established in 2008 by the Postgraduate Student Office. The SAP is a platform for international students at this research university to establish close contact with the incoming postgraduate international students from the same country of origin. SAP is designed as a partnership model to engage international students to be active in institutional activities, as opposed to just obtaining a degree at the end of their international education. Numerous benefits were identified in interviews with 33 postgraduate international students, 10 academic staff and 12 professional staff members. For the students these included enhancing graduate employability skills, particularly communication, networking, management and team work skills, ability to work efficiently in multi-cultural groups, and increasing a sense of belonging to the institution. Staff members identified benefits in harnessing their global citizenship skills as they come to acknowledge intercultural awareness and differences. The partnership has provided an opportunity to close the power dynamic gap and reduce the hierarchical relationship between students and staff.

*Further information:* Singh (2018)

## **2. Engaging students as co-designers of curriculum**

### **2.28 Co-designing the curriculum: student-faculty partnership in course material development at Nanyang Technological University (NTU), Singapore**

Most faculty are familiar with the concept of student feedback, but partnership (as achieved in this project through the co-creation of actual course materials with students) is a less frequently employed pedagogical approach. The rationale behind such partnership is the acknowledgment that both faculty and students have different but valuable input to offer: the former are content and pedagogical experts, while students’ expertise lies, as Cook-Sather *et al.* (2014, 27) put it, ‘in being a student - something that many faculty have not been for many years. They understand where they and their peers are coming from and, often, where they think they are going’.

Such student expertise was elicited by the course designers of a second level academic literacy course required of humanities students at Nanyang Technological University, Singapore. A comprehensive needs analysis of the course was begun by contacting various stakeholders for feedback, including: 1) students currently enrolled in the course, comprising first year students in History, Philosophy and English; 2) faculty from each of the three programmes and 3) course designers and instructors from NTU’s Language & Communication Centre, which provides this and other academic literacy courses to the entire University. Feedback on the existing course guide was collected through the means of surveys, the results of which served as the starting point for discussion at a three-day conference that a smaller group of students and faculty were later invited.

Representatives from the three stakeholder groups engaged in a range of activities at the conference. Panel talks and facilitated small-group discussion allowed for the articulation of mutually agreed upon goals for student writing, as well as specific needs that a university writing programme must address for successful student communication. Ground rules and expectations for partnership work were also established. Participants then split up into breakout groups to work on specific tasks and develop potential course materials. Finally,

focus groups and interviews allowed for intentional reflection on the partnership process. At the end of the conference, student groups presented their recommendations for changes to next year's course guide, some of which have already been implemented in the current revision of the course. Three student participants were later hired as consultants after the conference to continue further development of specific course materials, as well as a revamp of the visual layout of the course guide itself. Additional student-faculty partnership activities are ongoing, including student-faculty co-authorship of papers resulting from data collected during the conference and its related research project.

*Further information:* <https://tinyurl.com/yb4jw25q> or contact Kristina Marie Tom ([kmtom@ntu.edu.sg](mailto:kmtom@ntu.edu.sg))

## **2.29 An attempt of democratic partnership with academically disadvantaged students in an undergraduate Academic Writing course at University of Surabaya, Indonesia**

Academic writing has been a challenging task for many Indonesian undergraduate students, because most students are not used to writing. In a small exploratory partnership project, at the University of Surabaya - one of the top private universities in the second largest city in Indonesia - we initiated an Academic Writing course where the predominantly middle class students were given the opportunity to democratically re-design any aspect of the syllabus, from learning objectives to assessment. The class was small (N=12) and consisted of students who had not taken the course. Most of them had low GPA scores and instead of being motivated by their interest in academic writing, most attended the course for pragmatic or even arbitrary reasons such as scheduling convenience; hence, our reference to them as being "academically disadvantaged". This case is unique because many SaP case studies reported in Southeast Asian contexts involved either postgraduate students or a small group of carefully selected undergraduate assistants or counsellors.

In the first meeting the lecturers soft-spokenly proposed the partnership by inviting students to discuss and suggest changes to the course outline. The students had nothing to suggest, however. Being aware of our powerful position as lecturers, we employed a student assistant to listen to what students may want to suggest without us being present, but still nothing came up. We surmise that they were not used to be asked as such; and they might have no idea about how to learn academic writing, let alone proposing a better way. The previous syllabus was then used, but it remained open for revision if at any point students wanted to propose a change. At mid-semester, we and the students considered the learning ineffective, so we proposed a fundamental change, namely, from individual writing project to a group writing project with the lecturer in each group functioning as the principal investigator. Students who attended the session expressed their agreement. At the end of the semester, students found the change was valuable, in the way it better engaged them and provided a better platform to learn about academic writing. Most reported enjoying the partnership approach, particularly because they were consulted before any changes took place. Others, however, did not engage in the process, skipping most sessions and contributed little to the group document.

Reflecting on this project, we noted that it is important to consider the contextuality and the diversity of the students in SaP projects, whether the partnership might only represent a small minority of students. For instance, the dynamic of partnering with Indonesian students from top public universities might be different with those from small private universities desperate for students and income. Secondly, it might be worth thinking about partnership beyond agreed decisions, as our partnership might exist - culturally and historically - in a context of profound power imbalance. The partnership might need to pay attention and accommodate things beyond explicitly articulated words, including feelings, meanings, embodiments, textures, intricacies, silences. Thirdly, while highly unequal power imbalance between lecturers and students might be typical among Asian countries, the source of power imbalance might also come from the glaring gap in their subject-specific competence. In our experience, it was very difficult for students who are barely able to read journal articles in English to enter an equal partnership with lecturers in an Academic Writing course who have published in those journals. In retrospect, it is clear that empowering (disadvantaged) students to be able to articulate their voice in such a partnership required much more time and effort than we realised.

*Further information:* Teguh Wijaya Mulya & Anindito Aditomo ([teguh@staff.ubaya.ac.id](mailto:teguh@staff.ubaya.ac.id))

### 3. Engaging students as teachers, assessors and mentors

#### 3.25 Post graduate students in pedagogical partnership at the Universiti Utara Malaysia

In an effort to engage students proactively in their own learning, this initiative was launched at the School of Education and Modern Languages (SEML) at the Universiti Utara Malaysia in three courses for two semesters. Three faculty and 66 postgraduate students participated in the initiative. The key idea was to have the students design the classroom instructions in collaboration with their faculty to teach their peers. Letting students teach or present selected topic is a common practice in SE Asia, however, this initiative differed from those regular practices in a number of ways.

In traditional practices students are assigned one or more topics to prepare a presentation for class for which students either work individually or in groups and deliver their presentation on the due date. The presentations are generic in nature and are presented in a given time frame in the form of PowerPoint slides. Furthermore, these presentations are rarely evaluated critically and do not have clearly defined rationale or objectives behind improving learning and teaching.

On the other hand, this initiative had a clear rationale for using students' expertise (students were in-service teachers) in enhancing the design and delivery of the classroom instruction. The collaboration was not just an activity, but an integral part of the course whereby approximately 70% of the course was taught by the students in each class. The outstanding feature of this exercise was to work closely with the lecturer and design instruction that was meaningful, innovative, and inclusive in nature. In order to do so, students incorporated insights from the lecturer, teaching resources, and from peers who were going to be their audiences. Their teaching sessions were the culmination of several meetings, critical dialogue and guidance sessions with their lecturers. The students in the audience were guided to pose critical questions which, in turn, prompted both the sides to think deeply about the content.

A systematic evaluation showed that the partnership resulted in several benefits. From the students' perspectives deeper learning, improved classroom environment, enhanced relationships with instructors, and enhanced empowerment and competence were noted. From the faculty perspectives it was noted that pedagogical insights from students who were in-service teachers served as a valuable resource for teaching other classes. The study also highlighted the potential for pedagogical partnership to develop in the cultural context of SE Asia that would seem to be antithetical to its underlying principles.

*Further information:* Kaur, A., Awang-Hashim, R. & Kaur, M. (2018) Students' experiences of co-creating classroom instruction with faculty - a case study in eastern context. *Teaching in Higher Education*, DOI: 10.1080/13562517.2018.1487930

#### 3.26 Partnering with students in designing inclusive assessment at the Universiti Utara Malaysia

Effective assessment is a way towards improved instruction. However, designing assessment for a diverse student body is a challenge to ensure provision of equal and fair opportunity for all individuals, irrespective of their backgrounds. With the objective to overcome this challenge, students in four classes at the School of Education and Modern Language of Universiti Utara Malaysia partnered with their faculty to design, develop, implement and evaluate contextually sensitive assessment protocols for inclusive and fair assessment. Three faculty and 114 postgraduate students participated in the initiative.

Traditionally, the authority to design assessment tasks belongs exclusively to instructors and students remain passive followers. Contrary to that practice, at the beginning of the study students' voices were heard through focus groups and interviews to document the challenges of traditional assessment and a protocol to counter those challenges was prepared in collaboration with all the students. For example, students felt that the instructors relied upon the criterion that was set unilaterally by them, the expectations, instructions and criteria for assessment task are presented in the lecturer's language and underpinned by his or her assumptions. Therefore, students would partner with instructors in creating the rubrics for the assigned group tasks.

Furthermore, it was also agreed that homogenous groups would be created in terms of English language proficiency and speakers of languages other than English. Groups would have the autonomy to choose their language of preference as a medium and any mode (role play, PPT, task, gallery walk, hands game etc.) for presenting their work.

All in all, keeping the learning outcomes in mind, students actively determined how they will demonstrate their learning and the nature of rubrics to be used for measuring their learning. The impact of this activity was measured by the summative scores of the task which indicated positive results. The qualitative responses also reported enhanced learning, increased self-esteem, better relatedness and enhanced engagement and motivation.

*Further information:* Kaur, A., Noman, M., & Awang-Hashim, R. (2018). The role of goal orientations in students' perceptions of classroom assessment in higher education. *Assessment & Evaluation in Higher Education* 43(3), 461-472. <https://sites.google.com/view/amrita-kaur/home>

### **3.27 Undergraduates as Teaching Assistants in the Asian School of the Environment at Nanyang Technological University, Singapore**

Third and fourth-year students in the Asian School of the Environment are given the opportunity to enrol as teaching assistants in classes that they took in their first two years by signing up for a class called ES4008, "Teaching in E2S2." Each student is matched to a class and an instructor, and also participates in bimonthly meetings with the other student TAs for a guided discussion. As of 09/2018, we are in our fourth semester of offering this class, with 1-5 student TAs per semester. Through hands-on practice, the student TAs learn how to guide discussions, answer questions, manage classrooms, edit course materials, develop rubrics, and grade assignments. Critically, they carry their experiences as students into their new roles as teachers, and use this to identify ways in which the class can be improved. During bimonthly meetings, students reflect on their experiences.

Initially, student TAs are asked to define how they think their teaching experience will go and what they want to accomplish. As the semester progresses, they discover and discuss the unexpected parts of teaching. Issues are discussed as a group and TAs are asked to brainstorm ideas. Through this process, each TA can not only get input from others, but also actively prepare by providing input. TAs have remarked on how their teaching roles require broader thinking, as they handle three assignments at once (the one to be graded, the one being taught, and the one being prepared). They also confront the fact that students have different skillsets and abilities, and the methods that worked for them as students may not work for others. One focus of the class is how to maintain professional boundaries. Our student TAs are often too eager to devote themselves to teaching, and will sacrifice their own classes or personal time to that end. Learning how to prioritize tasks and when to escalate problems to the class instructor is an important skill.

Student TAs are assessed by the course co-ordinator on the basis of their participation in TA meetings (10%), direct interactions with students (classroom teaching, answering questions face-to-face or through email) (45%), and course material support (developing course materials, grading, writing feedback) (45%). Currently the course is pass-fail, but in 2018-19 they are trialling using more detailed assessments to give "shadow grades" in order to find out if it's reasonable to switch to a letter grade system. Both classroom instructors and student TAs describe this experience as rewarding and useful. Classroom instructors note that the TAs are exceptionally well prepared, as they have taken the class before, and are motivated to improve the class to benefit future students. They find that the TAs take their responsibilities very seriously, reduce the teaching load on the instructor, and create lasting improvements to the course materials. The student TAs report that they learn a lot about the process of teaching, and also cement their subject matter knowledge as they are required to explain new aspects of the material to others. They enjoy knowing that they are helping not only the students in their class, but also future generations of students.

*Further information:* <https://ase.ntu.edu.sg/course/teaching-e2s2>; <https://curr.ntu.edu.sg/obt/ase/obt-output/ES4008/> (OBTL form to be uploaded); Judith Hubbard ([jhubbard@ntu.edu.sg](mailto:jhubbard@ntu.edu.sg))

## 4. Engaging students in research and inquiry

### 4.1 Management practice in real world projects at Hong Kong Polytechnic University, Hong Kong

To qualify students better for the real world, the backbone of this intensive course centres on “consultancy projects” where student groups are assigned to Hong Kong companies to help address unsolved management challenges. Using a supervision-based independent study mode, student groups meet with managers who have volunteered their own organization’s challenge for the purposes of the project. These meetings span over the 14-week term. On top of this, student groups meet the coordinating professor of the subject for five progress report meetings. These contacts are in consultation / seminar style centring round discussions on the latest research reports and where possible, guest speaker sessions, in helping address the consultancy report. The projects are designed to follow the mode of supervision-based independent study between the teacher and manager, teacher and student groups, and manager with student groups.

### 4.3 Research projects to support English language learning at the University for Languages and International Studies (ULIS) at Vietnam National University, Hanoi

This one-semester-long research subject has been offered since 2004 for fourth-year fast-track students majoring in English at the Faculty of English Language Teacher Education. The major objectives are to help students improve their English and acquire essential skills and knowledge in conducting research. The subject was based on the ‘Talk-base’ program - a bridging program developed by the Asian Institute of Technology (AIT) in Bangkok, Thailand, since the early 1990s. The Talk-base program, based on a task-based learning approach, aimed to prepare students in terms of English and academic skills for their postgraduate studies at the AIT.

At the ULIS, this research subject is built on tasks involving different stages in the research process, from defining problems, writing research proposals, reviewing literature, to collecting data, analysing data and writing up research reports. It is an interactive and collaborative program that involves students in many learning activities, including group discussions, weekly reports, academic presentations and investigative projects. Students work in groups of three or four to conduct research projects. Research topics are proposed by the students and approved by the lecturers, provided that research projects must involve either non-Vietnamese participants or data collection conducted in English. This requires students to use English to communicate with research participants in the fieldwork.

Examples of research topics chosen by the students in 2007 program include:

*‘The acquisition of English speaking skills of Vietnamese ethnic minority children in Sapa’*

*‘A study on promoting Hanoi traditional food as an attraction to foreign tourists’*

*‘Accommodation services for short-term international tourists in Hanoi’.*

As language that is meaningful to students promotes learning, the subject was designed to encourage the students to use English in real-life and meaningful communication. During their projects in 2007 for example, they had the chance to interact with native speakers of English to collect data, read journal articles and books in English to write literature reviews and to practise academic writing skills to develop their research reports (all in English). As a result, the students greatly improved their English language proficiency and skills, such as presentation skills, academic writing, and intensive and extensive reading. Their strong oral presentation skills were demonstrated in the group presentations on their research projects at the end of the semester. Improvements in students’ academic writing skills were evidenced in their final research reports.

*Source: Dang & Ho (2007)*



## 5. Engaging students in strategy development, consultancy and public engagement

### 5.20 Undergraduates are involved in Science Outreach via Young Educators in Science Program at National University of Singapore

The Young Educators in Science (YES) is a National University of Singapore, Faculty of Science programme that encourages undergraduates to partner faculty and staff in science outreach activities. Unlike regular curricula which are in the form of modules or courses in most universities, YES allows students the flexibility to engage in these activities throughout their time in the university. Their commitments towards development of science outreach materials as well as in teaching and outreach activities are recorded and compiled into personalised portfolios. This helps undergraduates keep track of their individual self-designed learning, science communication and service journeys. The portfolios are endorsed and presented to them upon graduation. The number of students involved each year is about 100.

Students often form focus groups to co-create science demonstrations, workshop materials and science fair displays with faculty and staff. These items are then put to use by YES members in show-and-tell sessions at science centres, in-house science and mathematics outreach workshops for schools, and science public education fairs. After each event, faculty and students engage in feedback and reflection exercises to improve on the materials and communication techniques. While the faculty's experience in science communication and teaching help to anchor the veracity of scientific information, the students' enthusiasm and energy in sharing science and mathematics carries surprising multiplier effects when engaging school children and the public.

This synergy also leads to outcomes that benefit both faculty and students. For instance, science outreach materials in the form of demonstrations and experiments are sometimes used in more formal classroom teaching by faculty and vice-versa. In the latter situation, faculty may wish to also use the opportunity to 'test-run' some educational materials for their efficacy before introducing them in their classes. Undergraduates who opt for a teaching career after graduation will naturally gain from access to the co-created resources and authentic teaching and communication experiences. Students are also occasionally required to teach and communicate concepts outside of their specialties, inadvertently providing them with a more holistic view of science.

*Further information:* <http://www.science.nus.edu.sg/studentlife/student-development/yes>; Sow Chorng Haur (Head, Physics) [physowch@nus.edu.sg](mailto:physowch@nus.edu.sg)

### 5.21 Students as podcast co-producers: transforming student research into a professional podcast at the National University of Singapore (NUS)

Most student research undertaken within courses is not shared beyond the instructor and sometimes the peers in the class. One way to 'go public' is to change the assignment to a podcast that can be uploaded to a public website. An example of this occurs at NUS in the General Education module titled "Home". This module exposes students to complex scholarly conversations on the political, social, economic, and cultural elements of home. One assignment consists of student-organized field visits to sites of their choice that sell or promote the idea of 'home'. These range from display condos and museums, to heritage centres and stores like IKEA. This project used to end with a written report. It yielded deep reflections on the meaning of home for students, richly informed by contemporary theories; however, the research was not shared beyond the instructors and peers in the class. The assignment now asks students to produce a 10-15 minute audio-only podcast that applies abstract concepts in the scholarship on home to student's personal experiences of home, overlaid with the soundscape of the field site. The idea was in part inspired by the British Museum and BBC's project "A History of the World in 100 Objects" as well as "Life 101", a podcast about the life of university students in the US.

The exercise harnesses the emerging pedagogical value of learner-created podcasts for deep learning, student engagement, and collaboration. In a follow-up survey, nearly all respondents (96.8%) felt podcast creation enabled them to "better apply content and ideas from the module," and most respondents (81.2%) agreed podcasting helped them "clarify their understanding of theories and concepts learned in the module." The

greatest challenge for students was learning the technical aspects of recording and editing sound. However, the ubiquity of smartphones with excellent voice recording capabilities, free editing software, and countless online tutorials helped students overcome many of these barriers. All students were able to produce something original and of quality that would have been impossible to imagine only a decade ago. The benefit for the instructor was a change of pace, listening to student work instead of reading it. More importantly, podcasts allow for more creativity than is found in most written reports, and they encourage students to communicate complex ideas to a non-academic audience. This makes podcasting transferable to other disciplines, particularly those that aim to not only train students as researchers, but also train students to communicate their research findings to a lay audience.

Podcasting provides an innovative vehicle to stimulate and disseminate student-led research to a global audience. With this aim in mind, a smaller team of 10 NUS students were recruited to co-produce longer, professional-quality episodes for a podcast called “Home on the Dot.” Each episode used student research as a springboard, supplementing projects with more detailed literature, interviews with content experts, and professional sound design. Each podcast interweaves students’ experiences and the instructor/host’s perspectives on the theme, in a cohesive and vibrant product that brings each site to life for the listener. While students initially grappled with the challenge of writing for a wide audience of potential listeners from around the world, they found that podcasting afforded them new opportunities to showcase both the intricacies of Singapore’s soundscapes and the authentic immediacy of the human voice. For the instructor, the entire experience has helped answer the age-old question of how to improve student learning. Before we decide what or how to teach, we need to understand our learners; not only what they know, but what they value, what motivates them, and what pressures and obligations from their everyday lives promote or hinder their learning. This project has opened literal and figurative doors on what students call home and enabled more carefully-tailored and empathetic teaching practices. It has also helped demonstrate the impact of the module beyond the classroom, as it has attracted listeners from Singapore, Australia, Germany, the US and the UK.

The podcast is publicly available on iTunes and SoundCloud and is ideal for supplemental reading/listening for geography teachers around the world. It can also serve as a model for sharing student research with the public. *Further information:* <https://blog.nus.edu.sg/homeonthedot/>; Chris McMorran ([mcmorran@nus.edu.sg](mailto:mcmorran@nus.edu.sg))

## C. Other case studies of student-staff partnerships

### 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>

### **1.6 *Wu wei* teaching in a student-staff partnership for the 11/11 holiday for a Y3 English as Academic Practice Study Skills Class for China Studies Students at Xi'an Jiaotong-Liverpool University, Suzhou, China**

*Wu wei* is a useful concept for motivating all students to participate in student-centred, active learning environments, such as partnerships, but is particularly resonant with Chinese students, which is important for me as a foreigner teaching in China. *Wu wei* is a Daoist and early Chinese concept meaning 'non-action' or 'doing without doing', which my class encountered in a unit on Daoist approaches to environmentalism. My students started calling me the '*wu wei* teacher' because, to their initial frustration, they thought I was a lazy teacher; I would not do much in the classroom, just facilitate and participate in discussions and offer different readings. I loved the label because it was a culturally/contextually appropriate articulation of a pedagogical approach I favoured, and it came from the students themselves. *Wu wei* does not mean 'not do' so much as 'interfere as little as possible,' (Slingerland, 2003) and applies to partnership with students through the co-creation of concepts and student-staff researching of materials. The idea is therefore to get out of the way as much as possible, so that they can learn and grow. The teacher is *wu wei* so that nature is allowed to flow without boundaries or unnecessary limits. The concept of this flow is *wu wei ziran*, which I take to mean the nature of the learners.

To convince my students about the value of *wu wei* teaching, we applied it in partnership to understanding 11/11 or Singles' Day, a uniquely Chinese event. 11/11 is rumoured to have begun as an anti-Valentine's Day celebration by male students at Nanjing University to 'celebrate' their status as single in a country where marriage is expected and males outnumber females by about 35 million due to the now-orphaned One Child Policy; unmarried, eligible men are also known as 'bare branches', of which the numerals are representative. In 2009, the retail giant Alibaba claimed 11/11 for a 24-hour online or mobile shopping extravaganza. Singles' Day can be thought of as Black Friday/Cyber Monday with Chinese characteristics, particularly the origin, superlative scale, online focus (90% of transactions on mobile devices (McKinsey, 2018)), and logistical link between mobile purchasing, online malls and local delivery. We held a class highlighting the special nature of 11/11 where the students and teacher chose which aspect we would research, analyse and present to the class to get a rich socio-cultural concept of the holiday. What made this a nice example of student-staff partnership to me was that I had to cede much authority as a non-Chinese who understands online and mobile shopping, but not the typical Chinese undergraduate's passion for 11/11 or the national modes of commerce, so that the students' nature could flow into and fill the empty pedagogical space. After the course, students overwhelmingly

commented that the 11/11 lesson was the memorable learning experience, and their lazy teacher had the satisfaction of seeing their *wu wei ziran* flow as they behaved more and more as researchers and academics. *Further information:* <https://www.advance-he.ac.uk/scotland/winter-series> (may need to download vodcasts to play); [charlie.reis@xjtlu.edu.cn](mailto:charlie.reis@xjtlu.edu.cn)

## 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 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>; [studentasproducer.lincoln.ac.uk/](http://studentasproducer.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/](http://www.units.miamioh.edu/celt/engaged_learning/top25/); [www.units.muohio.edu/oars/undergrad\\_research/first\\_year\\_research\\_experience/fyre\\_info.php](http://www.units.muohio.edu/oars/undergrad_research/first_year_research_experience/fyre_info.php)

### 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.

UCL have amended the Exeter model and moved away from the idea of students being in control and emphasised partnership in their scheme. It is still the only UK HEI that has both staff and student-initiated grants under the same branding. After experimenting with separate bids from students and staff – the student bids were much stronger – they now apply together. The scheme has recently won additional strategic funding so there can be a project in every department by 2020-2021.

*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>. Personal correspondence with Jenny Marie ([j.marie@ucl.ac.uk](mailto:j.marie@ucl.ac.uk)); Marie and McGowan (2017).

### **3.2 Students act as Associates for Learning & Teaching (SALT) at University of Sheffield, UK**

SALTs work in partnership with staff on projects which aim to develop and improve the learning and teaching experience for students. SALTs work on projects relevant to their Faculty, or the Institution, in a flexible way that can fit around their timetable. Each SALT team is given a project brief - they then work together, in partnership with staff, to shape and deliver their project. Each team will have a Lead SALT, whose role it is to oversee the team's progress throughout the year. The students are paid for 50 hrs work during the academic year - an average of 2-3 hours a week during term-time. SALTs are different to Academic Reps and Union Councillors. SALTs are not expected to represent students nor sit on committees. They may carry out research or consultation with students as part of their projects.

In 2017-18 there are 8 teams working on faculty and institutional projects:

Arts and Humanities – Student futures

Engineering - Student Perspectives on the Development of the Sheffield Graduate Engineer Attributes

Institutional – a) 301 Student Skills and Development Centre – British Conference on Undergraduate Research

b) Library - Collaboratively prioritising and developing online information and digital literacy solutions for student success, employment and citizenship.

Medicine, Dentistry and Health - Spaces for learning and teaching

Science - Feedback for student learning

Social Sciences – a) Induction and transitions, inclusive learning, personal and academic support

b) Group assessment practices

*Further information:* <https://www.sheffield.ac.uk/staff/learning-teaching/our-approach/student-engagement/salt>

## **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 2018, over 230 faculty members and 165 student consultants have participated in over 375 pedagogical partnerships: semester-long (or yearlong) collaborations focused on pedagogical or curricular affirmation and revision.

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, which typically shifts over time as the partnership unfolds; visits one class session each week and takes detailed observation notes on particularly pedagogical goals or 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, the student and faculty partners' different perspectives on classroom practice, and other feedback and implications; and participates in weekly meetings with one another and with the director of SaLT. For partnerships focused on course design and redesign, faculty work with individual or groups of students who have taken the course to develop or revise course content, assignments, and methods of assessment. For full-semester partnerships, student consultants work approximately six hours per week at \$10.75 per hour.

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.

Variations on this approach have been developed at over 20 institutions in eight different countries. For instance, at UCL, students observe teachers in their classes after being trained in observational skills, facilitating reflection, and giving feedback. The scheme emphasises partnership, and the importance of them discussing their different perspectives.

*Further information:* Cook-Sather (2011; 2014; 2016; 2018b); Cook-Sather & Abbot (2016); Cook-Sather, Bovill, & Felten (2014); [www.brynmawr.edu/tli/](http://www.brynmawr.edu/tli/) Personal correspondence with Alison Cook-Sather ([acooksat@brynmawr.edu](mailto:acooksat@brynmawr.edu)); Personal correspondence with Jenny Marie ([j.marie@ucl.ac.uk](mailto:j.marie@ucl.ac.uk))

### **4.3 Engaging students, staff and workplace partners in co-creating curricula at Macquarie University, Australia**

As part of Macquarie University's plan of international work-integrated and community-based service-learning placements through its Professional and Community Engagement (PACE) program, students and workplace partners have been involved in co-creating curricula. "The first activity involved eleven community-based organisations from seven countries. Students were involved in this project to a limited extent, working with workplace partners at a co-creation workshop, trialling activities and contributing to a series of videos focused on providing advice to students. ... The second activity was the on-going co-creation of a unit (10 iterations, 2 times per year, 2014–2019) that supports third year undergraduate students undertaking international WIL [work-integrated learning] placements. The student cohort came from multiple disciplinary backgrounds, ranging from business to health sciences.... Students contributed to co-creation both in their placements and in the classroom, through face-to-face workshops, online discussion forums and assessment tasks. ... Through co-creation, workplace partners benefit from having a voice in preparing students to participate meaningfully in their organisations. ... workplace partners, students and university staff play similar roles in their contribution to co-creation; as planners, contributors, creators and reviewers."

*Further information:* Ruskin & Bilous, 2019; Bilous et al., 2018

## **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"

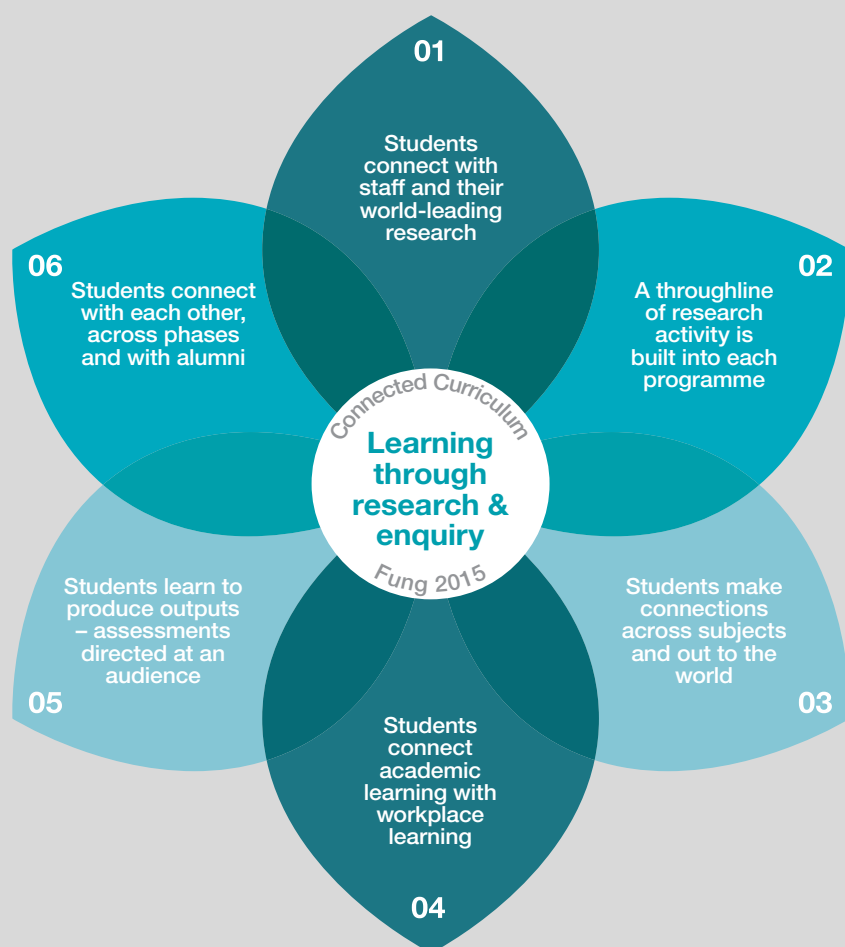
*Michael Arthur, president and provost, 30 April 2014: 22*

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. 3).

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.

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.

**Fig. 3 UCL's Connected Curriculum Framework**



UCL students and staff also have the opportunity to engage as 'ChangeMakers'. The initiative began as a pilot in 2014/15, when 10 groups of students proposed and led projects of importance to them. Since then, the scheme



has grown rapidly and diversified. UCL ChangeMakers now guarantees funding for an educational enhancement project to be undertaken in partnership between students and staff in every department (c. 80), faculty (11) and two at institutional level. Departmental projects must gain the approval of the department's Staff Student Consultative Committee and Departmental Teaching Committee. This ensures that it has buy in from students and staff and is focused on a priority area. It is recommended that faculty projects follow a similar approval process, passing through faculty student forums as well as Faculty Teaching Committee. The institutional projects are overseen by the Student Experience Committee, and are intended to forward the priorities of the Student Educational Sabbatical Officer and the Vice-Provost (Education and Student Affairs). In addition, ChangeMakers provides funding for a partnership project for PGR students in every faculty. UCL ChangeMakers also helped to initiate UCL's Student Quality Reviewers scheme. This supports students to participate in the following quality assurance procedures across the university: the programme and module approval panel, internal quality review (UCL's 5 yearly review of departments' educational provision), annual student experience review (an annual review of the student experience at departmental level), peer dialogue, and reviews of the inclusivity of the curriculum.

*Further information:* Arthur (2014); Fung (2015, 2016, 2017); [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>; <https://www.ucl.ac.uk/changemakers>.

## **5.2 Engaging students as full partners at the Paul R. MacPherson Institute for Leadership, Innovation and Excellence in Teaching, McMaster University, Canada**

The MacPherson Institute (previously entitled MIETL) 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. The Institute 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 the Institute, 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 the Institute's work:

"Students are more than the beneficiaries of MIETL's work in advancing teaching and learning and McMaster. They are core partners who are involved not at the margins of MIETL's efforts, but at the heart, at a level and with expectations that surpass those of normal student engagement programs" (MIETL, 2015 p.8).

Approximately 70 undergraduate and graduate students were engaged as student partners in the mission and work of the Institute 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 the Institute's work:

1. Build capacity for the meaningful engagement of student partners in MIETL'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 Institute 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 MIETL 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.

*Further information:* MIETL (2015) *MIETL Strategic Plan 2014-19 (2015-16 update)*; Marquis (2017); Marquis *et al.* (2016; 2017)

### **5.3 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. For a Californian Student Sustainability Coalition see <http://www.sustainabilitycoalition.org/projects/education-for-sustainable-living-program-eslp/>.

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