

Students as partners

This introduction is based on the references mentioned below.

Students as partners (SaP) is a hot topic. It is a working/ learning arrangement between students and staff in order to improve teaching, learning and research. SaP can be understood as a complex, dynamic process in that all participants are actively engaged, contribute equally and expect to gain from it. SaP is grounded in shared values like inclusivity or responsibility and goes along with reflecting roles and re-positioning them towards co-learners and co-researchers. SaP is implemented in various forms e.g. in individual settings, courses or final theses. Putting SaP responsibly into practice means not only having it as potential high-impact educational practice and powerful instrument for educational change in mind, moreover reflecting and discussing critically together, negotiating and documenting the whether, when, who and how to implement SaP in a specific setting, waying risks and challenges. For getting started, it is recommended: 1. start small, 2. be patient and 3. cultivate collegial exchange.

This form should inspire dialogue. Start reflecting by yourself and then with colleagues. Discuss this with your partner(s) (students) in real situations, compare with the university's understanding .

1. To partner means for us: _____
2. We work together in the setting: _____
3. We are aiming to: _____
4. We are sharing values like authenticity, inclusivity, reciprocity, empowerment, trust, challenge, community, responsibility. These are very important, important, less important OR not important: __
5. For us, it is important in our behavior to (real examples): _____
6. Our roles (e. g. initiator, consultant, author, reviewer) vary along phases of a (research) process (e.g. search, define, design, experiment, analyze, interpret, communicate, assessment): _____
7. We intend to profit from this partnership in terms of: _____
8. We are aware of the following limitations or risks: _____

References

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- [3] Bowne, C. (2017) A jigsaw model for student partnership through research and teaching in small-group engineering classes. Chapter 15. 217-232 In: Carnell and Fung. *Developing the Higher Education Curriculum*. UCL Press. <https://www.ucl.ac.uk/ucl-press/browse-books/developing-the-higher-education-curriculum>
- [4] Healey, M., Flint, A., and K. Harrington (2014). *Engagement through partnership. Students as partners in learning and teaching in higher education*. York: Higher Education Academy. Retried from: <https://www.heacademy.ac.uk/engagement-through-partnership-students-partners-learning-and-teaching-higher-education>
- [5] Healey, M. (2015). *Students as partners*. <https://www.youtube.com/watch?v=TNKhQghFV1Y>
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