

# 2019 National Students as Partners Roundtable

## Program



### Organisers

Kristin Turnbull, Zac Rushton and Rebecca LeBard with support from Nadhirah Daud and Angela Griffin

Support for this event was provided by the Pro Vice-Chancellor (Education)

Twitter: #studentsaspartners

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## 2019 National Students as Partners Roundtable Program

9:00	Registration	
9:30	Welcome	Prof. Alex Steel (Acting) Pro Vice-Chancellor, UNSW Buddhi Ranasinghe, UNSW Uncle Lloyd Walker
9.45	<i>The Big Idea at a Tipping Point</i>	Kelly Matthews University of Queensland Kun Dai Peking University
10.10	<i>1000 student internships - how hard can it be?</i>	Buddhi Ranasinghe and May Lim UNSW
10.30	Morning tea	
11.00	Sharing case studies	Rebecca LeBard, UNSW
12.30	Lunch	
1.30	<i>Ako in Action: A New Zealand perspective on student: staff partnerships in learning and teaching</i>	Kathryn Sutherland, Irina Elgort and Emma Tennett Victoria University of Wellington
1.45	Getting started: implementing student-staff partnerships	Angela Griffin and Nadhirah Daud, UNSW
3.15	Afternoon tea at tables	
3.30	<i>Impact of students as partners in practice</i>	Staff and students from the University of Sydney
3.45 - 4	Wrap up and reflection Announcing hosts for 2020 and 2021	Rebecca LeBard

## Speakers and abstracts

### ***The big idea at a tipping point***

To be a partner – a student partner or staff partner – in learning and teaching means to make decisions together, to value different forms of expertise, and think beyond traditional student/staff roles. By engaging in partnership practices, we are calling into question some of the unwritten rules that shape how we, as students and staff, relate to each other in universities. In this sense, ‘students as partners’ is a big idea. And big ideas are wonderfully messy, elusive, and unsettling – as tricky and troublesome as they are thrilling and transformative. My aim is to invite 2019 Roundtable participants to think together about the big idea that is ‘students as partners’. In doing so, I will argue that we are at a tipping point with the opportunity to shape the future of how students as partners is translated into practice across Australian higher education.

**Kelly Matthews**, The University of Queensland

Kelly Matthews is currently an Associate Professor (Higher Education) at The University of Queensland in Brisbane, Australia. Her time is spent on questioning the state of learning and teaching in universities to understand and support meaningful educational practices. Collaborating with students and staff over the past decade has enabled Kelly to contribute over 200 papers and presentations. She is an Australian Learning and Teaching Fellow, inaugural co-editor for the International Journal for Students as Partners, editorial board member for the International Journal of Chinese Education, and recently retired Vice-President for the International Society for the Scholarship of Teaching and Learning.

**Kun Dai**, Peking University

Kun DAI, PhD, is a Postdoctoral Research Fellow at the Graduate School of Education, Peking University, China, funded by China International Postdoctoral Exchange Program. He obtained Bachelor of Digital Media, Master of Digital Design with Distinction from Griffith University, and PhD in Education from University of Queensland. He also holds a visiting fellowship at the Chinese University of Hong Kong. His research focuses on transnational education, students’ intercultural learning and adjustment, and student role in teaching and learning. His articles have appeared in several peer-review journals, such as *Compare, Assessment & Evaluation in Higher Education*, and *Journal of International Students*.

### ***1000 student internships - how hard can it be?***

In this session, we will highlight how a Students as Partners approach was developed by UNSW Chemical Engineering to prepare undergraduate students to successfully secure Industrial Training, a mandatory 60 days WIL placement which must be completed by all UNSW Engineering students before they can graduate. By working as partners with the Chemical Engineering Undergraduate Society (CEUS), the school was able to leverage the unique synergy between the academics’ experience and the grassroot level network inherent in a successful society.

The partnership enabled the execution of a long-term strategy to raise the students' understanding of the chemical engineering discipline, including relevant skill sets and career paths, instil peer support and mentoring, and to engage successfully with industry representatives, throughout the student lifecycle; one that continues to pay dividends.

### **Buddhi Ranasinghe, UNSW**

Buddhi Ranasinghe is the current student representative to the UNSW Engineering Faculty Board and former Vice-President of the UNSW Chemical Engineering Undergraduate Society (CEUS). He has worked closely with his fellow students and staff to in governance at the faculty level and spearhead the role played by CEUS in preparing Chemical Engineering undergraduates to successfully secure Industrial Training placements.

### **May Lim, UNSW**

Dr May Lim was an Industrial Training Coordinator for the UNSW Chemical Engineering. She has worked closely with her Faculty, student societies, student career and employment units, industry and professional bodies to improve the WIL process and contributed to the development of tools and guidelines for capturing, assessing and evaluating student professional development in IT.

## ***Ako in Action: A New Zealand perspective on student: staff partnerships in learning and teaching***

New Zealand universities have made good progress around student representation, and our researchers have made important contributions to the student voice and engagement literatures internationally. The challenge now is to move beyond representation and voice, towards partnership. The Māori concept of 'akoranga' (ako means both 'to teach' and 'to learn') embodies a partnership approach that our university is embracing as a 'collective responsibility for learning'. This presentation outlines the NZ context, and shares the steps we are taking to enact 'akoranga' in our university's student:staff partnership programme, Ako in Action. The programme has resulted in increased empathy, reflection, self-awareness and learning for all involved: staff, students, and academic developers.

### **Kathryn Sutherland, Irina Elgort, Emma Tennett, Victoria University of Wellington**

Kathryn Sutherland and Irina Elgort are academic staff in the Centre for Academic Development at Victoria University of Wellington, New Zealand, and co-convenors of Ako in Action. Emma Tennent is a PhD student in Psychology at Victoria University of Wellington and a research assistant in the Centre for Academic Development.

## ***Getting started: implementing student-staff partnerships***

Discussion facilitators

**Nadhirah Daud**, UNSW

Nadhirah Daud is the former Chair of the Arc Board, which is UNSW's student organisation in charge of delivering most student life initiatives and opportunities on campus. In her role Nadhirah has sat on various university committees, meetings and working groups to proactively provide student input on governance matters to senior UNSW management staff.

**Angela Griffin**, UNSW

Angela Griffin is the UNSW Student Representative Council President for 2019. Angela advocates to the university on behalf of students at UNSW and is dedicated to fostering positive communication and planning lines between UNSW students, staff and management. Angela sits on a number of decision-making bodies within UNSW providing the student voice.

## ***Impact of students as partners in practice***

Integrating Healey, Flint & Harrington's (2014) model of Students as Partners as "a relationship in which all involved- students, academics, professional services staff... are actively engaged in and stand to gain from the process of learning and working together" into the methodology that the University of Sydney Faculty of Arts and Social Sciences uses to design, implement and evaluate our student experience programs has been critical to increasing their impact. Our presentation will discuss staff and student experience of the impact of Students as Partners in practice in two of our programs, the Student Representative and Partnership Program and the Student Experience Innovation Grants program. Established in 2009, the Student Representative and Partnership Program underwent a major re-design to incorporate Students as Partners in 2017 and provides a best-in-class example of the impact of a large-scale, sustainable student leadership program. The Student Experience Innovation Grants program is a new, boutique initiative which has incorporated Students as Partners from inception to impact the student experience by developing innovative projects that connect international and domestic students together.

**Salina Alvaro**, University of Sydney

Salina is a Bachelor of Arts (Honours) student at the University of Sydney, completing Joint Honours in Government and International Relations and American Studies. She was recently selected as a Research Fellow to investigate the impact of the Student Representative and Partnership Program on elected student leaders. She presented this research at the fourth International Institute on 'Students as Partners (SaP) in learning and teaching in higher education' in Adelaide this month. As an elected student leader herself, including Vice President (External) of The United States Studies Society and American Studies Student Representative at the University of Sydney, she is interested in highlighting student voices and enhancing the student experience. As part of her Honours thesis, Salina is currently analysing media coverage of Melania Trump's fashion as First Lady of the United States.

**Vrishali Jain**, University of Sydney

Vrishali is a University of Sydney student currently pursuing a Master of Publishing. Her areas of interest include student health and wellbeing, career-development and cultural awareness. She has contributed to this through her role as a Student Representative in the Student Representative and Partnership Program. She currently works as a freelance writer and journalist for various Indian publishing and content-writing companies and hopes to pursue a career in the field of publishing as an Editor-Publicist.

**Jaz Judd**, University of Sydney

Jaz is studying a Bachelor of Arts in Philosophy and International Relations at the University of Sydney. His view to life inside and out of university has been of making the most of the opportunities available, leading him to various volunteering and work experiences including the Student Representative and Partnership Program. The Students as Partners pedagogical concept is a means for him to better grasp how to have a greater impact on the University of Sydney community.

**Freia Kirkaldy**, University of Sydney

Freia is the Student Affairs and Engagement Coordinator in the Faculty of Arts and Social Sciences at the University of Sydney. She is passionate about leadership, innovation, communications, career development and social impact. Her role includes managing programs that contribute to student success in these areas, including the Student Representative and Partnership Program and Student Experience Innovation Grants.

**Elisha Prajwai Ondrasi**, University of Sydney

Elisha Prajwal Ondrasi is a recent University of Sydney graduate under the Master of Strategic Public Relations. His areas of interest include digital communications and working towards positively impacting communities, be it at university or societal issues at large. Examples include volunteering for Jeans for Genes foundation, Cancer Council and more recently tackling student academic stress as a Student Experience Leader at the Faculty of Arts and Social Sciences. Elisha is currently working on a social media monitoring project with Asia Pacific Forum that deals with human rights issues & institutions.

**Lindsay Rui**, University of Sydney

Lindsay is a University of Sydney student studying a Bachelor of Arts (Media and Communications). Her interests include film studies, journalism and cross-cultural communication. She has completed an exchange semester in Japan in 2018 and is currently a Student Representative for International & Comparative Literary Studies in the Faculty of Arts and Social Science. In her professional career, she is undertaking an internship for The One International Women's Film Festival based in China.

**Avish Sharma, University of Sydney**

Avish is a University of Sydney student currently studying a Bachelor of Economics and Bachelor of Advanced Studies, majoring in Economics and Econometrics. He is interested in areas of educational innovation and improving teaching practices as well as the quality of student support services across the university, and he has contributed to this through his role as a Student Representative in the Student Representative and Partnership Program. Through conducting research on the student experience in higher education, he hopes to gain the skills and experience required to pursue a career in public policy

**Karen Walker, University of Sydney**

Karen has nearly 15 years of experience in the higher education sector and is the Head, Student Affairs and Engagement at the University of Sydney, Faculty of Arts and Social Sciences with over 14,000 students. She is passionate about the student experience especially for first year students transitioning into university life, building meaningful networks and developing a sense of belonging as well as spearheading initiatives such as ArtSS Career-Ready, First Year Transition, the International Student Program and student placements that create career opportunities for students to work in 'real world' situations. Her previous experience includes leading the Strategy and Research unit at UNSW for the Faculty of Medicine and Executive Management roles in the IT, finance and publishing industries.

**Shijie Wu, University of Sydney**

Shijie is a University of Sydney student currently studying a Master of International Relations. He is passionate about improving international student learning and living experiences and enhancing student career development. He has contributed to these areas through his projects in the Student Experience Innovation Grants Program. He is currently planning to apply for a PhD degree and hopes to pursue a career in higher education.

## Case studies

### **1. The Student Representative and Partnership Program (SRPP): A large-scale, sustainable student partnership program**

Universities face a myriad of challenges which collaborative partnership between students and staff can impact, from ensuring students are ready to thrive in the professional world, to increasing student engagement and improving the quality of teaching and learning. Established in 2009, the Student Representative and Partnership program underwent a major re-design in 2017 to improve impact through incorporating the principles of Students as Partners by introducing processes, principles and values that emphasise the program as a “relationship in which all involved—students, academics, professional services staff... are actively engaged in and stand to gain from the process of learning and working together” (Healey, Flint, & Harrington, 2014, p. 12).

Through the SRPP, 100 elected Student Representatives are connected with 64 academic and professional staff over a year long program, completing a minimum 16 hours volunteering in initiatives that impact the academic, personal or professional success of their peers. They receive training, ongoing support and access to professional development opportunities through their role. Students choose their level of involvement along Bovill and Bulley’s (2011) participation ladder with opportunities to volunteer on a one-off basis in activities organised by the Faculty, academic staff or other students, to take more extensive “Team Leader” roles or to develop their own activities. For example, recent initiatives have included organising a Korean Studies Film Night, giving feedback on a student panel as part of a staff teaching day or developing a leadership workshop for other students with UN Youth Australia. In 2018, Student Representatives completed 2,176.5 volunteer hours, a 977.5% increase relative to the program re-design. 89% of current Student Representatives surveyed (n=59) reported positively impacting the student experience, and 100% reported skills development, with leadership (73%), professionalism (69%) and social skills most commonly identified. Student Representatives report the program “has made me become a more confident individual who believes they can make a positive impact during their time at university.” Staff partners report that the SRPP “reminds us that our teaching and learning work should always, always centre the student experience, which can get lost in the detail sometimes” and “give[s] us the opportunity of knowing our student population.” Ultimately, Australian universities are complex institutions which require innovative approaches to realise their objectives. The SRPP provides a best-in-class example of a large-scale sustainable program which responds to the challenges facing higher education and positively impacts the professional, personal and academic experience of students.

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## **2. A case for involving workplace partners alongside university students and staff in curriculum co-creation**

University staff tend to engage with students as partners for curriculum co-creation (see for example, Bovill, 2014; Cook-Sather, Bovill & Felten, 2014). However, we argue it is important to involve both workplace partners and students in curriculum co-creation for the work-integrated learning context. Involving workplace partners as well as students is critical to ensure co-created content is relevant to the changing nature of work. We propose an extension of an existing model of student engagement, the pedagogical partnership framework, by considering the role workplace partners can play in co-creation (Healey, Flint, & Harrington, 2014). We explore the co-creation process that has led to the development of three work-integrated-learning units. Our aim is to identify and test sustainable mechanisms for engaging partners and students in curriculum co-creation. Workplace partners offer feedback on topics and provide content for cases and role plays, while students contribute through learning and teaching activities designed to integrate their experiences in the workplace through classroom-based co-creation (Cook-Sather et al., 2018). University staff facilitate the co-creation process, curating content and assuring student learning.

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## **3. SaP Mentorship Model**

Electrical power engineering courses are seeing increasing enrolments in UNSW recently, due to the rapid development in the field, conceptually and technologically. However, welcoming more and more students showed clearly the constraints of teaching large, and more diverse classes, especially when our goal was that our graduates should have an excellent theoretical knowledge, the lifelong learning capacity to keep up with an evolving field, the employability skills to enter disparate professional workforces, and the humanity to make a real difference.

To address this, a SaP mentoring model was created in 2018 for a large (200+ students) final year undergraduate course in electrical engineering. Four student mentors were employed and were selected through a systematic shortlisting process based on the expression of interest and interview. These mentors were high achieving students that have completed the course in the previous offering. Thus they did not need training in the subject matter, but were provided specific training to enhance their capabilities as mentors. They were trained in the courses' online platform, alongside the formal Faculty-based training mandatory for all sessional student teaching assistants. They were allocated a specific group of students, and helped to monitor and support in-class group work as well as online the discussion forum.

This way they could follow each student's progress over time and quickly identify/support disengaged students. These helped to create a community of learners both inside and outside the classroom.

A large class became much easier to manage by answering all queries promptly. The students also felt at-ease to ask their basic doubts to the student mentors rather than the lecturer, overcoming their shyness and fear of appearing 'dumb' in front of the lecturer.

The model's success led to an improved overall student satisfaction and academic results with the failure rate going down to 1.7% in 2018 from 15.5% in 2017. 85% of the students in 2018

completed more than 95% of the online material, compared to just 1.4% in 2017. Less than 8% of the students were below 75% completion range in 2018, compared to more than 85% in 2017. There was an average increase of 22% in-class attendance for 2018. This clearly showed that there was a significant engagement of the students in 2018. This also led to developing leadership qualities in mentors. The model has now been accepted more widely within the School and implemented for a large first year course of 600 students.

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#### **4. Students as co-designers in the Transition to the Profession: Stepping out of MQ and Stepping into the Classroom program**

There are four 'Transition to the Profession' events conducted at Macquarie University over the final year of the early childhood, primary and secondary courses. The program is delivered using a professional development approach that reflects what occurs in schools. The goal of the program is to support Teacher Education Students (TES) in their transition to the profession. The transition program includes a series of targeted topics of interest, content focused events, panels, principals Q&A's series and professional learning activities. The program is supported by and includes input from TES, employer bodies, academics, researchers, unions, current and early career teachers and principals. The culminating event, at the end of final year is the Transition to the Profession: Stepping out of MQ and Stepping into Classroom conference. These events have been a collaboration between staff from the Department of Educational Studies and the student body (MQ Teacher Education Society), who have assisted with the co-design, organisation, promotion and delivery of the events. The transition to profession program is designed to assist TES to be school and classroom ready. The intention of these activities is to create opportunities for TES, teachers, principals and academics/researchers and employers to engage with each through a professional community of practice in the transition phase from pre-service to classroom teacher.

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#### **5. Student as partners in a non-Western educational context: An initial exploration in China**

'Student as partner' (SaP) is becoming a popular concept in educational practices, especially in higher education. An increasing number of researchers have conceptualized this concept and also conducted various related SaP practices, which aimed to enhance and/or reform traditional educational modes. It is worth noting that the conceptual development of SaP is mainly based on educational practices in several Western contexts (e.g. Australia, Canada, the UK, and the US).

However, limited explorations were conducted in a non-Western sociocultural and educational setting. To add further insights, we try to explore how SaP related practices reflect in the Chinese context and then we conducted a qualitative exploratory study to investigate this issue. Based on interviewing 30 postgraduate students at Peking University, we had some initial findings.

When students recalled their experiences in undergraduate study, most of them were studying in a traditional model, which means that lecturers usually dominated teaching and learning journeys and students were 'followers' in most cases. When these students shared their postgraduate experiences, their stories became complex and indicated some features of SaP. For instance, each supervisor usually has many students. Students who study with the same supervisor commonly called themselves 'Shi Men' or 'Tong Men' (for example, Professor Li's academic family). In such an educational group, some advisors seemed to be 'bosses' to their students. Some advisors appeared to be 'parents' to students. These relations seemed to be a particular 'partner relation' setting. Students under the same advisors usually have more connections with each other in daily life but sometimes in academic research. Year 1 student usually call older class students 'Shi Xiong or Shi Jie' (academic sister or brother). The academic advisor usually asks elder class students to help the young generation. Students from different groups usually do not have many connections, even though they are in the same school. They select courses across majors, but emotionally, they belong to their group. In some groups, the advisor may let his students engage in research projects. In this process, the advisor could be a 'boss' or 'leader' who also needed to pay a small salary to students. Meanwhile, the advisor could be 'partner' as they also need to guide their research processes. Students could also become a partner with other peers. Such an advisor-based group establishes multiple relationship networking, which reshaped student and staff partnership in practice via different approaches.

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## **6. The Study Break Walk and Talk Series: A student-staff partnership for mental health and wellbeing**

Student mental health and wellbeing is a critical area of action in the higher education sector, with 98% of university students (16-25 years) experiencing at least one mental health symptom that has negatively impacted their ability to study (Headspace, 2016). For international students, social disconnection has been identified as a key issue impacting their student experience (Arkoudis, Dollinger, Baik & Patience, 2018).

The Study Break Walk and Talk Series is a student-staff partnership which impacted these critical issues through peer-led walks and interactive activities between international and domestic students that fostered organic connections and conversations about social, mental and physical health and wellbeing. Developed through the Student Experience Innovation Grants program, a partnership between students and staff in the University of Sydney's Faculty of Arts and Social Sciences and Division of Alumni and Development, the series consisted of four activities across Semester 1, 2019: two picnics in Victoria Park, and two food and art walks in Newtown and the Carriageworks. Activities were funded through the grants program and led by two Student

Experience Leaders who co-designed, co-implemented and co-analysed the project, and four student volunteers. Each activity contained two key components: interactive tasks that engaged active participation, learning and physical mobility, and facilitated socialisation through peer-to-peer conversations among participants and volunteers, focused on de-stressing from academic life and encouraging attention towards one's mental health and wellbeing. All activities included a social impact component through an optional gold coin donation to generate a culture of giving and awareness for causes aligned with the project's values - Youth Mental Health research and the Refugee Language Program. Over the semester 65 students participated in the project, with 100% of survey respondents (n=47) reporting the project helped them consider including more breaks and walks into their study routine. 90% of participants reported making new friends and experiencing new perspectives through domestic-international and diverse cultural interactions. 95% found the project built their student experience, and 54% of participants contributed an optional donation. Focus group interviews of student volunteers (n=4) found they highly valued the social impact of fundraising for charities, the opportunity to interact with students from different backgrounds, positively contributing to student community, and improved graduate qualities including leadership, problem solving and empathy. These results demonstrate the significant impact of students as partners on initiatives that aim to impact student mental health and wellbeing, connect international and domestic students and build graduate skills for student volunteers.

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## **7. University of Wollongong's Approach to SaP**

Students as Partners has been an emerging theme at the University of Wollongong, with interest being driven from a number of different departments across the institution. Students as Partners has emerged in the following ways:

- **Governance (Student Services Division):** The Student Advisory Group has been formed under the Director of Student Services, to increase the voice of students in the governance process. As part of their role, the Student Representatives have formed a working group to develop a Memorandum of Understanding between the institution and the students to ensure that the broader student voice is captured in the governance process.
- **Pro Vice-Chancellor (Students):** In the development of the Achieving Purposeful Transitions Framework and Action Plan, an underlying principle is that strategies, programs and activities are co-constructed with students to improve the experience of undergraduate domestic students. This theme has also emerged in the development of the COMPASS framework which aims to holistically improve the wellbeing of students. In addition to this, engagement of students in leadership roles is also recognized through UOW.
- **Learning, Teaching & Curriculum:** Peer Learning has been the cornerstone of students as partner's approaches and is a core outcome of the current peer learning review (currently in development). In addition to this the Academic Recognition team have previously

embedded learning modules for staff about Students as Partners in the CPD. Students are also being engaged as part of curriculum development in a SaP capacity.

- WATTLE: The WATTLE Academy has identified Students as Partners as a 'hot topic' for 2016 - 2019. Through these channels institution wide academic conversations about Students as Partners has commenced. A key priority for UOW in 2019 is to develop an institution wide framework that brings these initiatives together.

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## **8. Co-creation: a win-win partnership**

In response to student needs to access authentic laboratory experiences outside of the anatomy laboratory, we aimed to create collaborative digital resources that engage students in learning. To ensure that this did not further increase the demands on academic staff, we invited higher degree students with valuable expertise to be active participants in contributing to the learning and teaching of the discipline, and to work alongside academic and professional staff to realise our aim. Our Students as Partners approach covers a wide range of activities, both in and out of the face-to-face learning environment and was modelled on: a collaborative, reciprocal process through which all participants have the opportunity to contribute equally, although not necessarily in the same ways, to curricular or pedagogical conceptualisation, decision-making, implementation, investigation, or analysis (Cook-Sather, Bovill and Felten, 2014, p. 6-7)

While the partnership has had multiple benefits for our course delivery, it has also delivered significant benefits for the student partners. These included an increase in confidence, understanding of the 'other's' experience, appreciation of metacognitive learning and evaluation challenges, and an awareness of employability skills. For academic staff, the experience enhanced a trust relationship between students and teachers, developed new learning materials, and challenged own beliefs of students learning choices. Overall, we experienced a re-conceptualisation of teaching and learning design as a collaborative partnership of learning. In order to establish such partnerships, it is important to foster inclusive relations and partnerships that is not based on power. This can be achieved by deliberate power-sharing through dialogue and reflection, acknowledging and remunerating partners, and developing a level of comfort with uncertain outcomes.

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## **9. Evaluating the process and product of a student-staff partnership for curriculum redesign in film studies**

This paper describes a student-staff partnership to design learning activities and assessments for an undergraduate Film Studies course. Four students and three staff designed the new assessments and learning activities to develop students' knowledge and skills to produce a video essay. The new assessments were co-developed in semester one so that students in semester two could experiment, innovate and think critically using the logics and form of film itself. We evaluated both the product (the new assessments and activities) and the process (the partnership). The evaluation of the project was positive, with students enrolled in the unit engaged in the technical and intellectual challenges of this new form of assessment. Student partners brought complementary knowledges and perspectives to the project, while extending their skills and awareness of behind-the-scenes curriculum development processes at the university. The paper provides insights into the benefits and challenges of student-staff partnerships for curriculum redesign.

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## **10. MIND SMART Guides: a case study into the development of online Mental Health resources for students by students in partnership with Counselling and Psychological Services**

Mind Smart Guides are a series of evidenced-based, online mental health resources designed for students by students in partnership with UNSW Counselling and Psychological Services. Mental health is a significant challenge facing many young adults today, with as many as one in four having a mental health condition<sup>1</sup>. These figures are reportedly much higher within the university student population<sup>2 3</sup>. Mind Smart Guides are designed to address some of these challenges by providing engaging evidenced based self-help resources that build resilience and psychological flexibility in all UNSW students. Our aim is to normalize mental health challenges and so we present student experiences alongside psychological advice from UNSW Counselling and Psychological Services.

Mind Smart Guides are produced by students undertaking a Professional Experience Program at UNSW Art and Design. As part of this Program the students are required to complete 150 hours

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<sup>1</sup> Australian Bureau of Statistics (2008). National Survey of Mental Health and Wellbeing: Summary of Results (cat. No. 4326.0)

<sup>2</sup> Eisenberg D., Gollust S.E., Golberstein E., & Hefner J.L. (2007). American Journal of Orthopsychiatry, 77(4), 534-542.

<sup>3</sup> Stallman H.M. and Shochet I.M. (2009). Australian Psychologist, 44(2), 122-127.

on a project. The students work closely with the Mind Smart Manager to adapt the content provided by Counselling and Psychological Services staff. The students play an important part in the process and are involved in everything from scriptwriting, storyboarding to editing and post production. Over the past three years we have produced over 30 videos and animations on a range of topics including: exam stress, feedback, procrastination and perfectionism.

Mind Smart is a win-win for both the University and the students involved. The students have the opportunity to work on a live project, polish their skills and develop high quality work for their portfolio. The wider student community using the resources have the opportunity to develop skills in personal self-management and resilience that will help them in many areas of life. The University benefits from the student's technical expertise, insight and work in the production of the resources. The University also benefits by graduating students with a reputation for resilience and good self-management. Mental health challenges touch all of us, every day, in some way. We believe Mind Smart Guides can help normalize these challenges and provide some practical self-help resources to help students navigate their way through the inevitable highs and lows of life.

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University: UNSW Sydney

## **11. Senior students designing and teaching TBL sessions in Medicine**

The teaching of evidence-based practice (EBP) in year 3 Aged Care & Rehabilitation course of the medicine program received varying student engagement across two core integrated tutorial sessions. One session relied heavily on individual advanced analysis of a clinical case, whilst the other session was a group problem-based learning session. Interestingly, the group-based session consistently gained better satisfaction on how this stimulated the learning engagement. Hence, in reviewing these classes, a team-based learning format was contemplated and current QMP student tutors were asked to become involved. Two students volunteered for the project and were employed on a casual basis. After discussion, John chose to work on stroke prevention, and Jarett worked on the falls prevention session. Both students self-trained on TBL theory and format with assistance from the content convenor (Rachel). John and Jarett then formulated a clinical scenario for the main session (the 'assignment'), working to create an excellent case and stimulating questions for the class. Comprehensive advice, explanations and additional facilitation questions were also provided for the expert tutors. As these students had completed previous iterations of the classes, they targeted the new lessons to address the key content that they felt was poorly understood by their student cohort. Furthermore, they conducted formal and informal interviews with their peers to better understand the learning needs of the cohort prior to creating the new TBL session. Additionally, they aimed to engage the current students with relevant, relatable scenarios that they had encountered in everyday clinical settings. The student collaborators adjusted drafts following feedback from collaborating clinical experts and the content convenor. They were also instrumental in co-designing the two preparatory Smart Sparrow adaptive tutorials in structure, content and assessment. The students led the drafting of the Team Readiness Assurance Test (TRAT) MCQ questions and worked together to improve these and add in feedback answers for facilitators. John and Jarett reported that they thoroughly enjoyed the whole curriculum development process, especially after seeing the successful implementation of the lesson plan and receiving positive feedback from the students. By attending and co-facilitating the classes, they gained a deeper appreciation of the complexities of developing course content and also benefitted from researching about the content and educational pedagogy. It is hoped that their experience in content development will encourage other students to become involved in curricular design and development.

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## Poster abstracts

### **1. The Student Voice at AUT - Great Graduates**

In the last three years Strategy Lab - a part of the Student Experience Collective, has embarked on a series of investigations into the student experience at university. These studies have given us insight into student engagement, student learning along with insights into space, "great graduates" and the learning management system. This poster will focus in particular on the great graduates work.

Names: Desna Jury, Emily O'Hara, Lisa Warner, Nicky Toreson  
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### **2. The Sweetest Memory: Engaging and Empowering low-SES students from refugee or asylum seeker backgrounds while celebrating our shared humanity**

The Sweetest Memory is a book of recipes, memories and artworks contributed by students from low-SES refugee or asylum seeker backgrounds and university professionals who encourage the success of under-represented and disadvantaged students in higher education. The book's production empowered participating students with a sense of belonging and contribution to the creation of a simple yet powerful message regarding our shared humanity. The Sweetest Memory gently imbues us with emotion and an awareness of the challenges faced by people forced to journey in search of safety. The Sweetest Memory seeks to alleviate the financial hardship often experienced by students of low-SES refugee or asylum seeker backgrounds pursuing higher education, by providing a sustainable source of funds for grants.

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### **3. Ako in Action: Co-constructing learning and teaching with students and staff**

This poster describes the design, development, and initial implementation of our university's student-staff partnership programme, Ako in Action. The poster depicts the challenges and thrills along the way. The Māori word, ako, means both to teach and to learn. Our university's learning and teaching strategy recognises the value of akoranga, collective responsibility for learning. Our programme is grounded in five principles: whanaungatanga (extended family of learners), rangatiratanga (autonomous learners and leaders), whai mātauranga (intellectual curiosity), kaitiakitanga (guardianship of knowledge), and manaakitanga (generous fostering of knowledge). Having collected reflective commentaries from staff and students, and pre- and post-programme quantitative data, our evaluation shows that Ako in Action provides staff with iterative, just-in-time, reflective student perspectives on their teaching, and students with increased awareness of their own capacities as learners and leaders. Participants develop empathy for others and a stronger commitment to reflective, deep learning.

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### **4. Great Graduates**

This project engaged students in helping the university understand student perceptions of the characteristics of great graduates. It was an important part of establishing the university's new directions document and in cementing the nature and qualities of the student experience at university as the core driver for AUT.

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### **5. Student Experience Innovation Grants**

The Student Experience Innovation Grants program is a new initiative of the University of Sydney's Faculty of Arts and Social Sciences and Division of Alumni and Development which partners students and staff together to develop projects that build the student experience and connect international and domestic students. Projects receive \$500-\$2,000 funding and are co-designed, co-implemented and co-evaluated. Established in 2018, the program has involved 1,320 student participants (38% international, 62% domestic) and 29 student partners (34% international, 66% domestic), with quantitative and qualitative data suggesting the program effectively impacts the student experience, connects international and domestic students together

and builds skills. This poster presents research by students and staff on the impact of the Student Experience Innovation Grants.

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## **6. Student Representative and Partnership Program**

The Student Representative and Partnership Program is a leadership program which connects students and staff to improve the personal, professional and academic success of students in the Faculty of Arts and Social Sciences at the University of Sydney. Student Representatives are elected student leaders who receive training, mentoring and support to work with staff and other students to implement practical initiatives and in return access exclusive professional development opportunities. Established in 2009, the Student Representative and Partnership Program underwent a major re-design to incorporate Students as Partners in 2017, and provides a best-in-class example of the impact of a large-scale, sustainable program with an increase in volunteer hours completed of 977.5%, and quantitative and qualitative data from students and staff demonstrating that the program positively impacts the personal, professional and academic experience of our students.

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## **7. Developing peer mentor training in partnership**

Biology Peer-Assisted Learning (PAL) is a program that aims to provide students with core study skills, including responsibility for learning and collaboration. Course convenors, senior PAL mentors and junior PAL mentors work together with distributed responsibility to deliver the program. Consistent with the philosophy of students as partners, the program operates through a cascading mentoring system that blurs distinctions between staff and students, who contribute to all aspects of the program. Here we focus on training for new mentors. Emerging senior mentors and past senior mentors partner with staff to develop and deliver training relating to their different roles, responsibilities and expertise. Partnership values are enacted and modelled in the shared responsibility for, and presentation of, training modules.

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## **8. Reflecting from the other side of the mirror: Perspectives of student collaborators & academics on content development**

Background: In the UNSW Medicine program, student engagement in the evidence-based practice sessions varied, with feedback showing that group-based sessions achieved greater satisfaction and engagement. Process: To improve student engagement, two lessons were revamped to a team-based learning approach. Two student tutors were recruited to spearhead lesson development, under the supervision of an experienced university academic. Reflections: The student collaborators thoroughly enjoyed the collaborative process and developed an effective team-based, student-centered program, which received positive feedback from participants. They also gained a better understanding of educational pedagogy and learning styles, thus benefiting their future learning. The academic was overwhelmed by the enthusiasm and care with which the students developed the content from their student-centred perspective.

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