

A minimalist line drawing of two people sitting and talking. The person on the left is gesturing with their hand while speaking. The person on the right is listening attentively with their hand near their chin. The drawing is composed of simple, continuous lines.

**Students as Partners Roundtable 2023**  
**#SaPRT2023 Online**

**October 20, 2023**  
**Abstracts and Presenters**

*be here,*  
*be heard.*

**3.50 pm – 4.00 pm – Online Meet and Greet**

**4.00 pm – 4:10 pm – Opening Session**

### **Acknowledgement of Country and Introduction to Event**

Student Partners

#### **Welcome Video**

Reverend Professor Russell Goulbourne, Dean of the Faculty of Arts, University of Melbourne

**4.15 pm – 5.15 pm – Parallel Presentations**

#### Breakout Room 1

- **Dreaming up a new future - towards the design of a co-created leadership academy** by Daniela Gachago, Christine Immenga, Esai Reddy, Joe-Dean Roberts

#### **Abstract**

*This study reflects on a case study, the creation of a student leadership academy at a large research-intensive higher education institution in South Africa. Using participatory visual methods, drawn from liberating structures and applying a photovoice methodology and a design sprint, this study will focus on the first part of the project: the co-created design process for the development of the leadership academy with the co-research team, consisting of members of the student affairs department, student leaders and learning designers. Using reflections and the artefacts developed in the process, and framed by principles of emerging strategies the study will show how important it is to foreground and intentionally work at equity-oriented learning design processes.*

#### **About the Presenters**

**Daniela Gachago** is an Associate Professor at the Centre for Innovation for Learning and Teaching (CILT) at the University of Cape Town. Her current research focuses on academic staff development for designing blended and online learning in higher education, with a particular focus on developing socially just learning and curriculum designs based on co-creation and equity-oriented compassionate design principles. She teaches on the PG Diploma in EdTech, and convenes the Masters in EdTech and the Masters in Higher Education Studies (HES) at UCT.

**Christine Immenga** is the Senior Coordinator of Student Governance within the Department of Student Affairs at the University of Cape Town, South Africa. She has been working in Student Affairs for the last ten years. Her current pursuits include co-lecturing on the Online Learning Design course which forms part of the Postgraduate Diploma in Education Technologies as well as pursuing a master's degree in Higher Education Studies with a research focus on participatory curriculum development and SaP as a social constructivist pedagogy for student leadership development. Christine is also currently serving as a co-editor of the International Journal of Students-as-Partners.

**Esai Reddy** is a Masters in Linguistics candidate. She completed a Bachelor of Social Science in Psychology, Linguistics and Sociology and a B.A. (Honours) in Linguistics. Her research is looking at language experiences of Autism. She is interested in how language is used and perceived by the Autistic community and what the community would like to see emerge from research on language and Autism. She is also involved in research with the Department of Student Affairs and the Centre for Innovation in Learning and Teaching (CILT) for UCT LEAD.

**Joe-Dean Roberts** is a Bachelor of Social Sciences graduate from the University of Cape Town, majoring in Gender Studies and Law. She is currently completing a challenging but fulfilling LLB degree. Her interests are largely centred around advocacy for women and children as well as a keen interest in leadership research within higher education. In her free time, she is an avid reader and book reviewer.

- **Empowering Futures Together: A Collaboration between Graduate Student Association and Faculty Committee at University of Melbourne** by Glenn Nathaniel Pandelak & Jeyaharini Umashankar

#### **Abstract**

*Participating in Graduate Program Committee enables us to provide reports and recommendations to the Faculty executive committee relate to academic matters and monitor the curricula. We actively participate in discussions on how faculties can respond to achieve the target. Through these engagements, we aim to empower graduate student communities, make a meaningful contribution to our faculty's growth and development while supporting the University's broader sustainability goals.*

We hope this case study will serve as an inspiration for other universities and organizations to foster stronger partnerships and ensure that the voice of students is heard through appropriate channels.

#### **About the Presenters**

**Jeyaharini Umashankar** is a current Master of Management student at the University of Melbourne and a Faculty Council member for the Faculty of Business and Economics within the Graduate Student Association at Melbourne University. Umashankar's extensive involvement reflects a strong commitment to improving student representation and academic experiences in the field of business and economics.

**Glenn Nathaniel Pandelak** is doing Masters Degree in Management and Finance at the University of Melbourne. He is a Student Partner in the organising team of 2023 SaP Roundtable. He is serving as Faculty Council Representative for the Faculty of Business and Economics at the Graduate Student Association. His active involvement demonstrates dedication to enhancing student voice and study experiences at the university.

#### **Breakout Room 2**

- **Comparing Student as Partners (SaP) practice in Japanese and Australian Higher Education by Andrea Dodo-Balu & Fumiko Inoue**

#### **Abstract**

Students as Partners (SaP) has emerged strongly in some countries in the past decade but is not as widely known or practiced in other countries. Our research project compares the extent to which SaP is practiced effectively in Australia and Japan. The context and culture of education in Japan and Australia are quite different. As an international collaboration, our project broadens SaP research beyond a single local context and makes it applicable and relevant to a wider international context. We discuss our initial findings from our investigations of both scholarly and non-scholarly sources in Australia and Japan in this presentation.

#### **About the Presenters**

**Andrea Dodo-Balu** is an expert in Higher Education, Andrea combines her research knowledge with extensive experience in university level teaching and learning. Andrea holds a Doctorate in Higher Education and a Master of Education in language teaching and international education from Murdoch University. Her research focuses on the impact of higher education policies and systems on the experiences of students and academic staff involved in face-to-face or on-line learning, and examines implications for access and equity in the higher education setting.

**Fumiko Inoue** is a Professor at Center for Higher Education Studies, Waseda University, Tokyo.

- **Promoting a culture of thinking outside the box in a culture of thinking inside a box: The Students as Partners framework as a remedy for 'nigate ishiki' in communicating in English by Yoko Mori**

#### **Abstract**

In this presentation, I share my ongoing attempt to incorporate the Students as Partners (SaP) framework to my global communication class at a medical school in Japan. I believe sharing this attempt is important since in a culture like Japan where student-staff relationships are relatively hierarchical, it is a challenge to encourage students to freely share ideas in a classroom. This presentation stems from a small study I conducted at the beginning of a school year in 2022 with nine students for the purpose of investigating their needs. Results from this survey which comprised of mostly open-ended questions revealed that a majority of students struggled from 'nigate ishiki' (an inferior feeling that one is not good at something) in communicating in English and were afraid of taking risks to speak up in class.

#### **About the Presenter**

**Yoko Mori** is a recent graduate from the doctoral programme in higher education at the University of Otago, New Zealand. She currently teaches English at the Tokyo Medical and Dental University and Gakushuin University in Japan. Her research interests include professional identity development, motivation, English as a Medium of Instruction, intercultural communication, and internationalization of higher education.

**5:15 – 5:25 pm – Short Break**

**5:25 pm – 5:55 pm – Parallel Presentations**

#### **Breakout Room 1**

- **Students as Leaders – Developing an Academic Integrity Ambassador Program** by *Claudia Gottwald, Lameesa Ramees, Mehreen Sultana*

**Abstract**

This case study presentation will reflect on the Academic Integrity Ambassador Program in the University of Adelaide. This presentation will report on the success of the program is attributable to a variety of innovative activities and projects undertaken by our student leaders which embody the partnership approach, including highly successful student-led peer-to-peer workshops, student information panels, collaborations and discussions with academic staff, social media and marketing strategies, quizzes, educational artwork, media consumables, among other outputs. The success of this program has led to knowledge-sharing and adoption of similar programs by other institutions in Australia, the UK and New Zealand.

**About the Presenters**

**Claudia Gottwald, Lameesa Ramees, Mehreen Sultana** are part of Academic Integrity Ambassador Program at the University of Adelaide. Claudia Gottwald is a staff working at the division of Academic and Student Engagement. Lameesa Ramees is a student enrolled in the Master of Finance at the Faculty of Arts, Business, Law and Economics. Mahreen Sultana is also a student enrolled on the Master of Business Analytics, Faculty of Arts, Business, Law and Economics.

**Breakout Room 2**

- **Transforming teaching assistant roles into co-creators of instruction** by *Zou Wei, An Ziyu, Zhou Qingqing, Amrita Kaur*

**Abstract**

This case study presentation will reflect on the Academic Integrity Ambassador Program in the University of Adelaide. This presentation will report on the success of the program is attributable to a variety of innovative activities and projects undertaken by our student leaders which embody the partnership approach, including highly successful student-led peer-to-peer workshops, student information panels, collaborations and discussions with academic staff, social media and marketing strategies, quizzes, educational artwork, media consumables, among other outputs. The success of this program has led to knowledge-sharing and adoption of similar programs by other institutions in Australia, the UK and New Zealand.

**About the Presenters**

**Amrita Kaur** is an Assistant Professor of Psychology at Wenzhou-Kean University, China, specializing in higher education teaching, learning, and assessment. She received the ISSOTL 2020 fellowship and is a Recognized Research Supervisor by the UK Council of Graduate Education. She serves as an editorial member for the MJLI, IJSaP and JSCD.

**Zou Wei** is an undergraduate senior Psychology student at Wenzhou-Kean University, China. She was a teaching assistant of PSY1000 (General Psychology) in Summer 2023. She has done research concerning power distance and SaP. She is the student reviewer for IJSaP China Branch. She also serves as the President of WKU Psi-Chi Organization and the Student President of Psychology Department.

**Zhou Qingqing** is an undergraduate senior student of Psychology at College of Liberal Arts, Wenzhou-Kean University, China. She was the Teaching Assistant of PSY3200 (Statistical Psychology) in Fall 2022. She is interested in social, educational and quantitative psychology. She has experience in research regarding parenting style, social networking services, teacher autonomy support, and mother tongue and English in reading comprehension.

**Ziyu An (Maxine)** is a junior student at Wenzhou-Kean University of College of Liberal Arts in China who is majoring in Psychology. She served as the Teaching Assistant for PSY 1000 (General Psychology) in SUMMER 2023 and is currently serving as the TA for PSY 3200 (Statistical Psychology) in FALL 2023. She prefers to study Educational Psychology and Social Psychology

**6:00 pm – 7:00 pm – Parallel Presentations**

**Breakout Room 1**

- **Deeper student-teacher partnership in 5 steps: adopting a design thinking approach to foster community building and personal development** by *Melody Li, Gee Chong Ling, Kristin Turnbull*

**Abstract**

Integrating learning theories and practices with human-centered design, we explore the question: How do we nurture a deep student-teacher partnership for personal development and community building? Following two iterations of a students as partners initiative applied in first, second- and third-year STEM and non-STEM courses to enhance student-teacher partnership, an implementation strategy was established through a 5-step process of recruitment, active listening, review, co-design and

evaluation. The 5-steps model ensured the mutual exchange of partnership contributed to a balance output on the pedagogical design and delivery, and it deepened teacher's understanding of students' learning challenges and needs. The co-design solutions created by the partnership adapted to the diverse students' learning needs and achieved an alignment of educational goals for both students and teachers.

#### **About the Presenters**

**Gee Chong Ling** is an education focused lecturer who teaches undergraduate courses in the discipline of Biological Sciences. He adopts highly structural approach to my educational change process, based on Kotter's 8 step, double loop learning and design thinking strategy. Employing Students as partners is his 'human-centred' piece of the educational change strategy promoting learning experience and personal development in my learners.

**Melody Li** is an Associate Lecturer in Animation. She worked over a decade as an animator/animation director before moving to her academic role and is enthusiastic about contributing to the learning and teaching community. Adopting design thinking approach, she collaborates and empowers student as partners to build thriving community as well as develop student's skills in problem solving, teamwork, and leadership.

**Kristin Turnbull** leads the Students as Partners Pilot at the institution, coordinating the delivery and academic support to ensure the success in the program that spans across faculties and disciplines. As a senior education developer, she oversees educational projects supported by the Pro Vice-Chancellors Education & Student Experience in her role as a project lead for academic and education focused development.

- **Collaborative writing using Wikiversity: An open education case study** by James T. Neill & Vanessa Lozancic Babic

#### **Abstract**

This case study describes an ongoing collaborative online authoring project in which undergraduate psychology students co-produce open educational resources as a learning and assessment exercise. Over 1,300 chapters and videos about how psychological science can improve people's motivational and emotional lives have been co-created. Wikiversity serves as a free, simple hosting platform. Key pedagogical principles include open education, guided experiential learning, and self-determined learning. The project is open to the public and Creative Commons licensed. This enhances accessibility and contributes to the knowledge commons. Students are provided with skills training and support to learn how to successfully operate in a complex online environment.

#### **About the Presenters**

**James T. Neill** is an Assistant Professor in Psychology at the University of Canberra who advocates for use of open educational practices to empower students.

**Vanessa Lozancic Babic** is studying undergraduate psychology, including motivation and emotion, and is interested in how student as partners practices can help her future career goals in the field of psychology.

#### **Breakout Room 2**

- **Enhancing Professional Development in Co-Creation Café** by Peter Fat Man Lau & Alya Prasad

#### **Abstract**

As for student partners, such informal learning opportunities are also important in shaping professional identities. To facilitate informal learning, Co-Creation Café (CC Café) is proposed as a pilot in the coming semester. CC Café is a social space to support HKU colleagues and students in developing and implementing SaP projects. Speakers from the previous SaP seminars will join as SaP mentors to provide consultative support. In accord with the SaP theme, case discussions and discussion prompts based on authentic SaP projects at HKU, as a signature activity, are developed by a student partner. The rationale of this initiative, together with an explanation on how professional development is facilitated through case discussions, will be presented and discussed.

#### **About the Presenters**

**Peter Fat Man Lau** is a lecturer at the Teaching and Learning Innovation Centre, HKU. He works closely with students and colleagues on various funded projects, such as Co-Creating Future of Education: A Student Partnership Project (2022-25) and Students as Co-Designers (2021-23). He had years of experience in developing student-staff partnerships in higher education through projects on service-learning, electronic portfolios, etc.

**Alya Prasad** graduated from HKU's Bachelor of Education and Bachelor of Science Program this July. With a strong interest in student engagement, she founded the Special Interest Group, International Student Collaboration, under a research centre at the Faculty of Education. Before pursuing further studies in Education, she is now working as an Integrated Science panel head at a secondary school in Hong Kong.

- **Curtin University's student as partners strategic plan** by *Paulene Tavani & Christina Do*

**Abstract**

*This presentation will broadly discuss Curtin University's SaP commitment, and the institutional frameworks that are in place to ensure that the University achieves its 2030 strategic plan with respect to SaP, and our ambition to continue to further embed a culture of authentic partnership to consult with one another, listen, collaborate and empower change together with our students. . Furthermore, the presentation will showcase contemporary initiatives that have been incorporated across the University facilitating SaP co-creation of teaching approaches; curricular. co-curricular activities and experiences. Collectively these strategies demonstrate Curtin University commitment to working authentically in partnership with students to achieve the 2030 Strategic plan.*

**About the Presenters**

***Paulene Tavani** is the Lead for Students as Partners at Curtin. She is dedicated to cultivating a dynamic, inclusive learning environment since at Curtin, empowering students with opportunities to influence university decisions and co-create their student experiences is crucial. She collaborates with passionate staff and students in our Students as Partners Community of Practice to champion authentic partnership initiatives, fostering a vibrant and collaborative university community.*

***Christina Do** is a Senior Lecturer at the Curtin Law School. Christina are a part of a broader international and inter-disciplinary research group focused on assessment rubric design, which has successfully incorporated Students as Partners practices to co-create an effective rubric model to enhance learning.*

**7:00 – 7:10 pm - Short Break**

**7:10 pm – 8:10 pm – Parallel Presentations**

Breakout Room 1

- **Co-creating Curricula Across Difference: A Path Towards a Liberated Education System** by *Daniela Gachago, Subethra Pather & Xena Cupido*

**Abstract**

*This paper introduces a short course designed to explore and facilitate the co-creation of curricula, aiming to create a dynamic and constantly changing "living curriculum" involving staff and students. The course was offered across three differently positioned higher education institutions in the Western Cape in South Africa and framed by a variety of lenses on co-creation, such as Freire's critical pedagogy, the Student as Partners/Student Engagement movement, and participatory design methodologies. In this discussion, we share ways in which the course aimed to empower lecturers and students as active subjects in shaping the world around them. We reflect on the use of participatory and dialogical pedagogies to challenge prevailing structures that marginalise certain individuals while favouring others. We share more of how we incorporated critical pedagogy, ethics of care, pedagogy of discomfort, and experiences with interracial dialogue and storytelling.*

**About the Presenters**

***Daniela Gachago** is an Associate Professor at the Centre for Innovation for Learning and Teaching (CILT) at the University of Cape Town. Her current research focuses on academic staff development for designing blended and online learning in higher education, with a particular focus on developing socially just learning and curriculum designs based on co-creation and equity-oriented compassionate design principles. She teaches on the PG Diploma in EdTech, and convenes the Masters in EdTech and the Masters in Higher Education Studies (HES) at UCT.*

***Subethra (Su) Pather** is currently the Learning & Teaching specialist in the office of the Deputy Vice-Chancellor Academic at the University of the Western Cape (UWC). She plays an important role in enhancing UWC's student success initiatives. Prof Pather is UWC's Lead for the Siyaphumelela Student Success project funded by the Kresge Foundation. She is Deputy President of the Higher Education Learning and Teaching Association of Southern Africa (HELTASA). Prof Pather is the manager of UWC First Year Experience (FYE), First Year Peer Mentoring, Academic Advising and Tutor Enhancement Program at an institutional level.*

***Dr. Xena Cupido** holds the position of Director at the Fundani Centre for Higher Education Development, at the Cape Peninsula University of Technology. Her scholarly pursuits centre around the critical domain of student engagement and success, with a specific focus on participatory learning, holistic student engagement, and designing for social justice. Xena has actively engaged in projects focused on learning and teaching, student academic development, and the fundamental pursuit of social justice within the realm of higher education. Her focus extends to co-creating curriculum frameworks, implementing participatory student engagement practices, promoting access, and effectively addressing youth needs to enhance overall success.*

- **Fostering Effective Student-Led Partnerships: Co-creating Parameters for Success in Collaborative Student-Academic Engagements** by *Shaun McAnally, Julia Buczynski, Lydia Kavanagh*

**Abstract**

*This case study presents learnings from the Student Led Observations for Course Improvement (SLOCI) team operating within the Faculty of Science at The University of Queensland. This team is focused on understanding and supporting the improvement of the student experience in courses in collaboration with course coordinators by closing the loop between academics and their cohorts. This case study provides valuable insights for enhancing collaborative efforts in higher education through the examination of the process of co-creating partnership parameters and offers insights into how this sets the scene for a successful collaboration.*

**About the Presenters**

*Shaun McAnally received his Bachelor of Advanced Science (Physics) from The University of Queensland in 2021. While an undergraduate student, he was the student team leader for SLOCI from the beginning of 2019 to the end of 2021. Shaun is now a PhD student at the Centre for Organic Photonics & Electronics, School of Chemistry and Molecular Biosciences, The University of Queensland.*

*Julia Buczynski received her Bachelor of Advanced Science (Chemistry) from The University of Queensland in 2022. While an undergraduate student, she was a SLOCI member from the beginning 2021 and a SLOCI team leader until she graduated at the end of 2022. Julia is now completing a PhD in organic chemistry at the School of Chemistry and Molecular Biosciences, The University of Queensland.*

**Breakout Room 2**

- **Beyond Orientation: Supporting the First-Year Classroom** by *Marissa Chow, Jessica Leonard, Bec Wood*

**Abstract**

*This case study describes the process and outcomes of a Student-Staff Partnership Project (SSPP) which focused on how to enhance the experiences of first-year undergraduate students at an Australian research-intensive university. The SSPP involved seven partners - four student partners studying in Business, Engineering and Science disciplines, and three staff partners working in either academic or educational development roles. As a team, we took a collaborative approach to our analysis, with each team member initially taking responsibility for a particular element of data analysis. We made these decisions reciprocally, depending on each partners area of strength or interest. We shared our findings more broadly by presenting our work during a professional development session for academic staff at the university.*

**About the Presenters**

*Marissa Chow, Jessica Leonard, Bec Wood are three members of a Student Staff Partnership Project team from the University of Queensland (UQ). Marissa is a first-year undergraduate Science student. Bec and Jessica are staff members in the Faculty of Business, Economics and Law - Bec is a Student Experience Coordinator and Jessica is a Senior Education Designer.*

- **Respect, Reciprocity and Responsibility: A Foundation for Trust in Engaging Students as Partners in Conservatoire Instrumental Teaching** by *Naomi Kayayan*

**Abstract**

*This presentation will explore the theme of trust as it has emerged from two studies documenting the lived experiences of conservatoire piano professors and students relative to 'Engaging Students as Partners' (Bovill, 2020; Cook-Sather et.al., 2014). It will explore the potential implications this has for instrumental teaching more widely across a range of instrumental disciplines in conservatoire teaching. To this end, my presentation will explore the necessary conditions for establishing trust in pedagogical practices within the rigorous environment of a music conservatoire, and, will offer a perspective which supports conservatoire student-faculty partnerships across an increasingly diverse and multi-cultural student body.*

**About the Presenter**

*Naomi Kayayan is completing a PhD delivered jointly by Manchester Metropolitan University and the Royal Northern College of Music in the United Kingdom. Through an exploration of Engaging Students and Teachers as Partners, Naomi's PhD explores partnership and engaged learning practices within a conservatoire setting. More about her work can be found here: <https://www.rncm.ac.uk/research/programme/profiles/naomi-kayayan/>*

**8:15 pm – 9:00 pm – Panel**

**Pedagogical Partnership: Benefits vs Challenges – Inclusivity, Values, Power Dynamics and Diversity** by Prof. Jessie Moore and Sophie Miller from Elon University, Dr Kankana Mukhopadhyay and Donovan Liew from National University of Singapore and, Brooke Szucs from University of Queensland

**About the Presenters**

**Prof Jessie Moore** is the Director of the Center for Engaged Learning and a Professor of Professional Writing and Rhetoric in the Department of English at Elon University. As an Engaged Learning scholar, she consults and presents on a variety of engaged learning topics, drawing on multi-institutional and international research. She writes about and co-edit two book series on engaged learning. I also publish in the discipline of writing studies.

**Sophie Miller** is a Lumen Scholar and Center for Engaged Learning Student Scholar at Elon University

**Kankana MUKHOPADHYAY** is Senior Lecturer and Resident Fellow in the College of Alice & Peter Tan (CAPT) at the National University of Singapore. Her background is in Education & Human Development. She values the co-construction of knowledge with students within CAPT living-and-learning programme. Her work on SaP was presented at HERDSA 2021 and recently appeared in a Routledge edited volume.

**Donovan Liew** is a Geography educator in a school in Singapore. He is an alumni of the College of Alice & Peter Tan (CAPT) at the National University of Singapore. Having a Bachelors Degree in Geography, and a Postgraduate Diploma in Education (PGDE). Donovan is interested in how partnerships in education has increased student agency and can develop student leaders. few diversity collectives and societies around UQ.

**Brooke Szucs** works on the ARC Future Fellowship as a Research Assistant and Understanding the lived experiences of Autistic jobseekers and Autistic employees accessing Disability Employment Services providers in Southeast Queensland: Breaking down barriers and leveraging enablers at the University of Queensland. Brooke is an advocate for diversity in Education and Widening Participation and is involved in various projects that support these ideals. Her engagement in EDI initiatives includes forming the UQ Disability Inclusion Advocacy Network (UQ DIAN), being a representative on various EDI committees, and mentoring diverse students via Student Staff Partnerships.

**9:00 pm – 9:05 pm – Vote of Thanks**

be here,  
be heard.