



DR. LISA CHEUNG

Joint SaP Seminar

17 MARCH 2023

Impact of Student Partnership on Learning: Success and Lessons Learned

Defining Student Partnership

“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 conceptualization, decision making, implementation, investigation, or analysis.”

(Cook-Sather, Bovill & Felten, 2014: 6-7)



Primary Mission of CAES

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Improve the academic literacy skills of undergraduate and postgraduate students at The University of Hong Kong

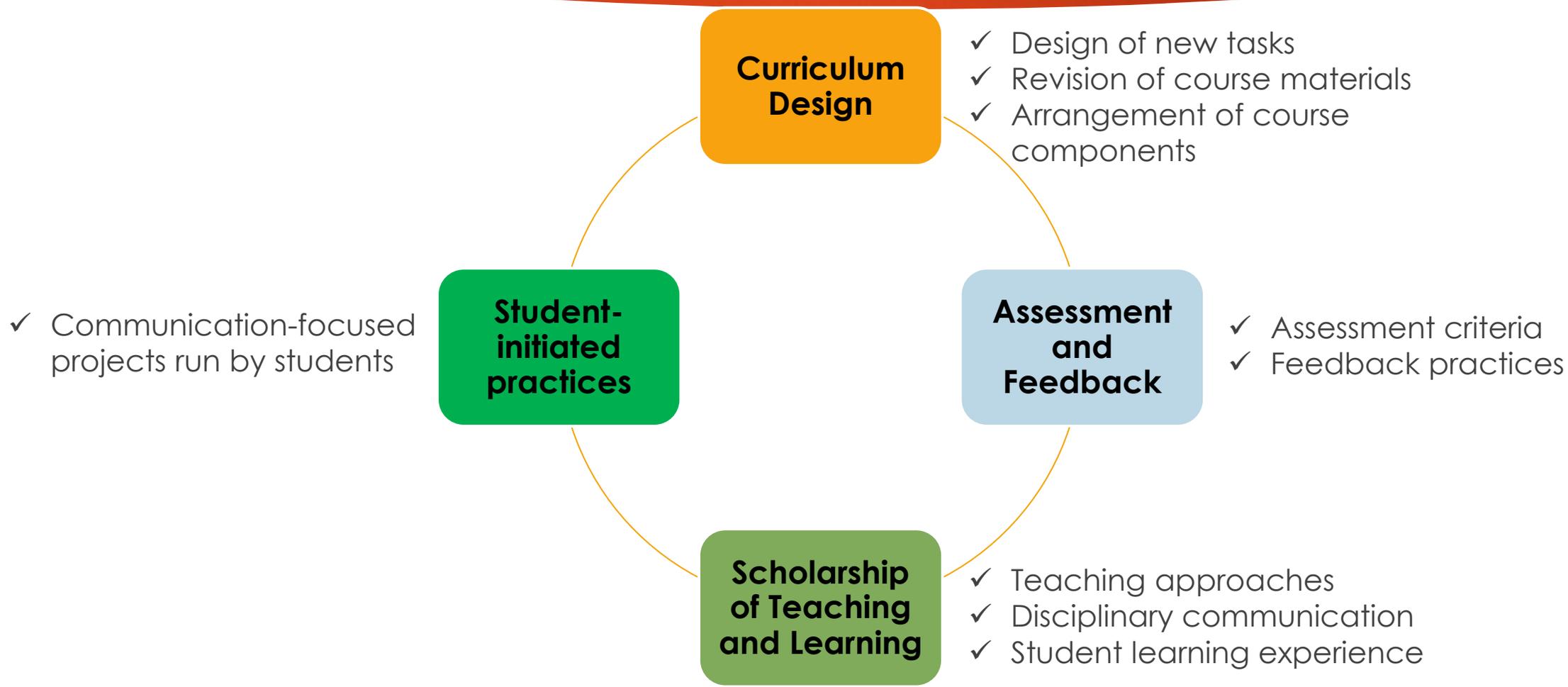


Familiarity with partnership??

What does student partnership mean to us as a Centre that supports all HKU students across faculties?

A Conceptual Model

(adapted version of HEA Framework for Engagement through Partnership, 2016)



Co-creator



Co-teacher

**Learning
Experience Sharer**



Student Partner

Co-creators

CAES9721 (medical terminology):

- 6 student partners who took this course in the previous cohort
- CAES9721 course needs analysis
- Course materials for tackling medical terminology (e.g. learning cards, progress check cards, 'how-to' video)
- Framework for peer teaching terminology

Co-teachers

CSS (DLL):

- 2 student partners worked with a teacher to organize some online workshops for HKU students “Hands on with Camtasia” (4 sessions)

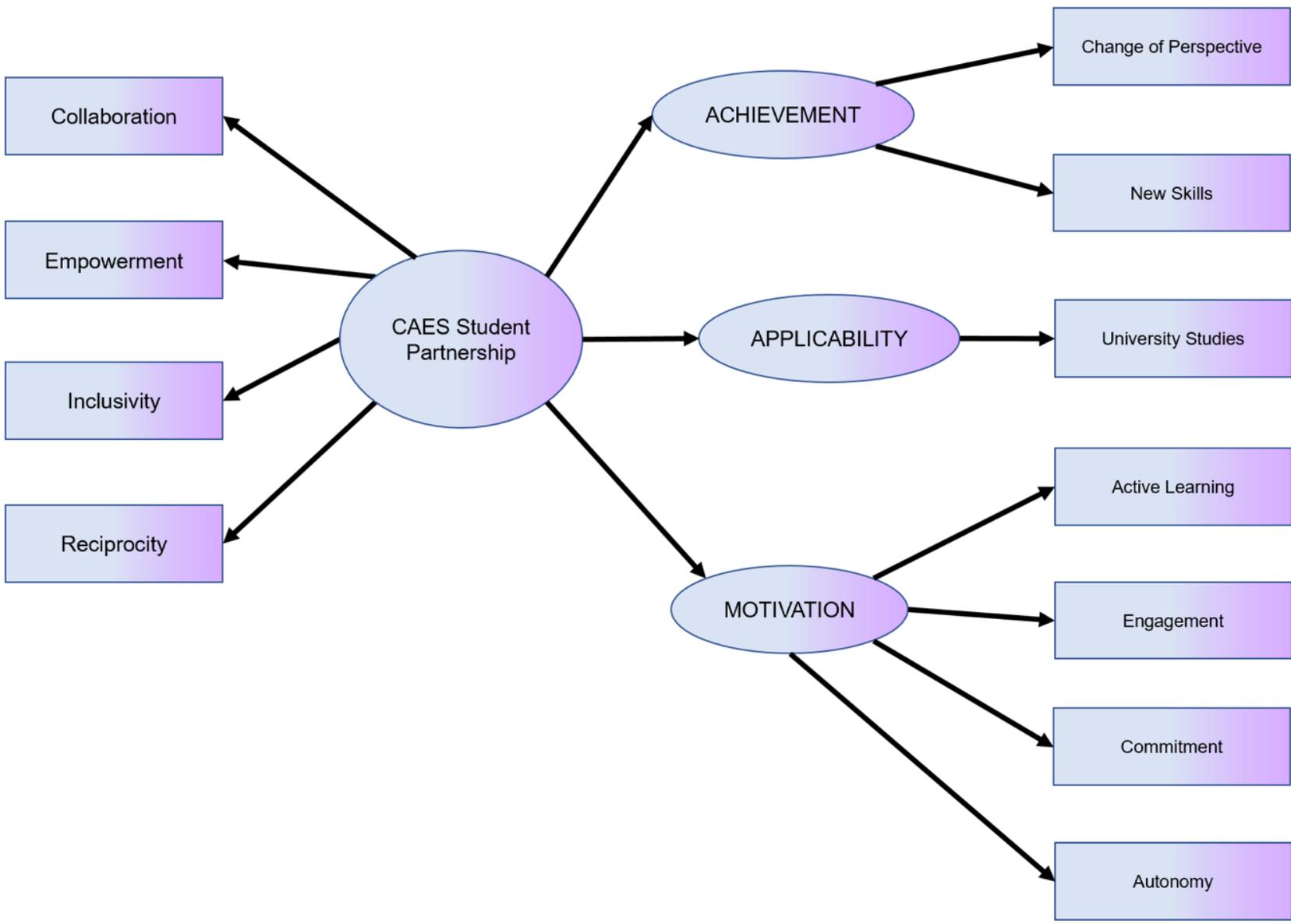
CAES9720 and CAES9722:

- 7 student partners who took these courses in the previous cohort
- Provision of technical support for current students to answer technical issues
- Zoom Workshop (1.5 hours) led by student partners on how to create a Wikipedia article for the course

CiC / NGL:

Learning Experience Sharer

- ▶ 3 **student partners** who created:
 - ▶ A student testimonial video to promote CiC badged courses
 - ▶ A marketing plan with different strategies to further promote CiC badged courses across the University
- ▶ 2 **student partners** on the CAESNGL2021 course created a brand-new publication to share and highlight the experiential learning experiences
 - ▶ *Paper Plan – a #Mystory Collection*



Framework to Measure CAES Student Partnership Impact on Student Learning

Components of CAES Student Partnership

Input

Definition

Collaboration

Student partnership is a collaborative process through which all participants have the opportunity to contribute *equally* (Cook-Sather, Bovill & Felten, 2014). Effective partnership is respectful, mutually beneficial learning where students and staff work collaboratively on all aspects of educational endeavours.

Empowerment

Students are ‘expert’s on being students. This expert understanding of the student experience is just as important and valuable as teachers’ disciplinary expertise (Mihans, Long & Felten, 2008). Thus, partnership allows space for shared power, and through such relationship students and staff bring different expertise to the collaboration. When staff begin to share responsibility with students, both staff and students create an environment where respect and trust is developed. During such trust building process, staff members are open and receptive to feedback, and a shift of power can be seen from hierarchical to equal in the process of collaboration.

Inclusivity

Moore-Cherry, Healey, Nicholson and Andrew (2016: 84) proposed the term *inclusive partnership* to conceptualise a non-selective staff-student relationship that “facilitates better and more meaningful engagement of all students through empowerment and confidence building”. It is suggested that the diversity of learning spaces provide opportunities for engaging students to the broader community of scholarly education (Moore-Cherry et al, 2016). Effective partnership allows a party involved in a collaborative relationship to feel like who he/she is more than enough, and that his/her identity, thoughts, and ideas are significant and valuable.

Reciprocity

Reciprocity is reflected in the “act of students sharing their experiences and staff members contributing their expert knowledge” (Martens, et al, 2019: 911). What is important about this value is that partnerships are mutualistic and benefit all parties involved who are working together for good.

Core Values

Level 1: Achievement

CAES three-level impact evaluation model for measuring student partnership

Construct	Subconstruct	Definition
Level 1 Achievement	Change of perspective New skills	The extent to which students are provided with <u>an insight into the complex world of higher education</u> to question the adequacy of a passive role in their learning, and the extent of <u>students' learning gains in knowledge and skills through partnership</u> (e.g. being reflective, team working, increased confidence and so forth).

Level 2: Applicability

Level 2
Applicability

University studies

Students' recognition and application of the change of perspective and learnt skills from current contexts to new (e.g. learning strategies in other academic courses) contents.

Level 3: Motivation

Level 3

Motivation

Active learning

Engagement

Commitment

Autonomy

The extent to which students are motivated by the partnership to become more active in learning, enhance engagement, develop a sense of commitment, and enhance autonomy.

What CAES Student Partners say?

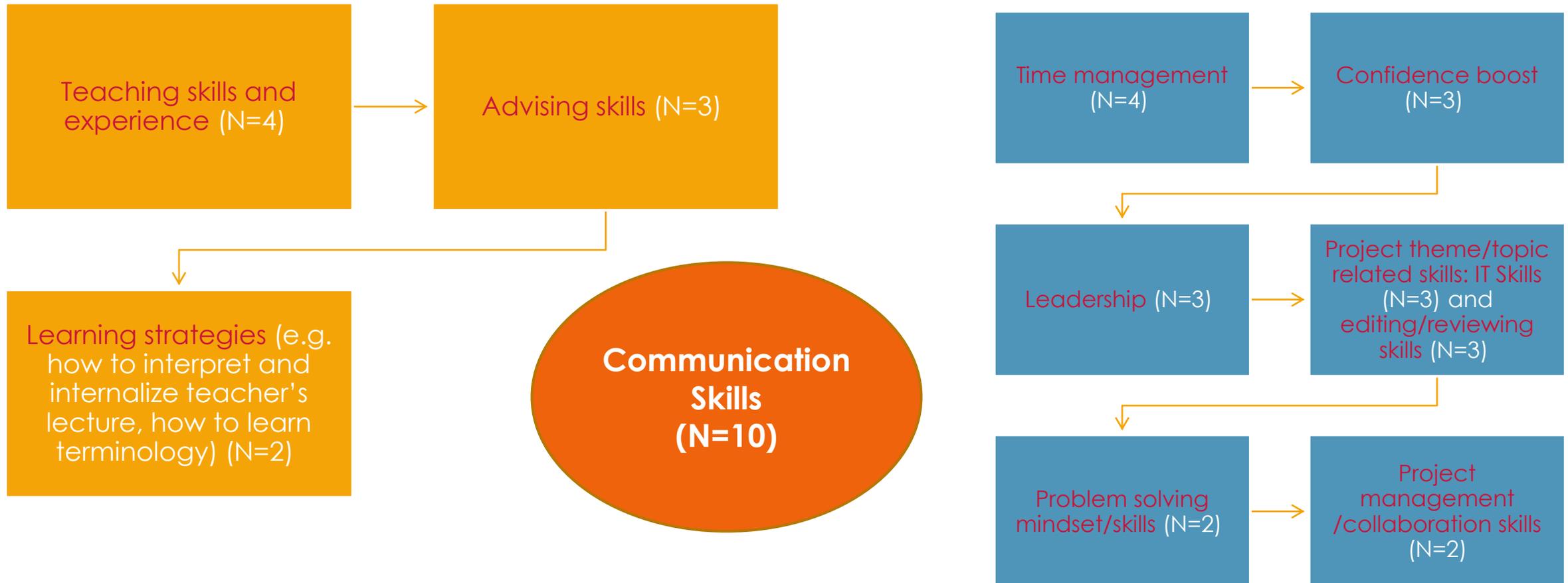


Student Partner Sue

Do you think the partnership experience has changed your perspective of higher education?

00:13

Achievement: New Skills



Applicability



Communication

- ▶ Communication skills developed is helpful for their **communication with other students, professors and people outside the university community.**



Leading projects

- ▶ The experience in participating and running the projects is also regarded as valuable in **leading, managing and collaborating in future projects** or group work by four student partners.



Increased confidence

- ▶ **Increased confidence in utilizing the skills in workplace,** including making diagnosis, understanding documentation and supporting nursing homes.



Writing skills

- ▶ Applying the **skills in writing and reviewing articles** in general

Some More Thoughts ...

- ▶ Teacher Guide to Engagement through Student Partnership
- ▶ Exploring opportunities to deepen student learning
- ▶ Enhancing Teacher and Student Motivation
 - ▶ PD for teachers?
 - ▶ Credit transfer/monetary reward for students?
 - ▶ Joint T-S seminars?

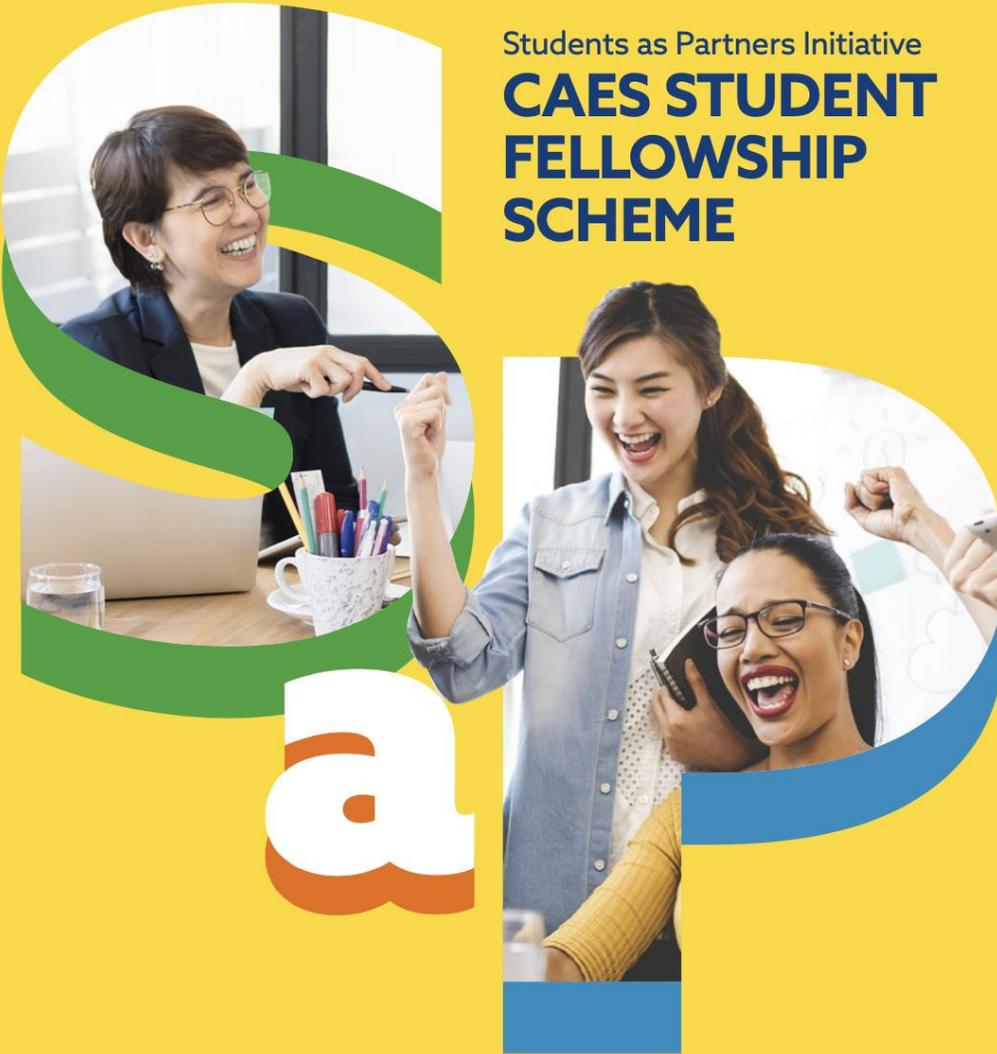
Moving Forward:



1. Experiment and refine the Impact Framework for wider HKU dissemination and adoption?
2. A reference framework that can possibly act as a basis for measuring the impact of SaP across the university?
3. Any potential for SaP to move forward at the university level?

Students as Partners Initiative

CAES STUDENT FELLOWSHIP SCHEME



A university-wide Student Fellowship Scheme to capitalize on the diverse potential of HKU students to make creative and meaningful contribution as HKU teachers' colleagues in different educational dimensions?



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References

Cook-Sather, A., Bovill, C. and Felten, P. (2014). *Engaging students as partners in learning and teaching: a guide for faculty*. San Francisco: Jossey-Bass.

Mihans, R., Long, D. and Felten, P. (2008). Power and expertise: Student-faculty collaboration in course design and the scholarship of teaching and learning. *International Journal for the Scholarship of Teaching and Learning*, 2(2), 1-9.

Moore-Cherry, N., Healey, R., Nicholson, D.T. and Andrews, W. (2016). Inclusive partnership: enhancing student engagement in geography, *Journal of Geography in Higher Education*, 40:1, 84-103, DOI: 10.1080/03098265.2015.1066316