Examples of student-staff partnership aims and activities

A resource for exploring student-staff partnerships

Student-staff partnerships are a form of student engagement where students and staff work together to achieve a specific aim. This resource can help you **explore a variety of teaching and learning aims** that students and staff could work in partnership to achieve.

# How to use this resource

1. Use the diagram below to consider a range of teaching and learning aims that you may currently pursue or are interested in pursuing in partnership with students.
2. Refer to the table on page 3 to explore possible student-staff partnership activities associated with the aims where you would like to consider working in partnership with students.
3. Use the [Student-Staff Partnerships Toolkit](https://ctl.ox.ac.uk/student-staff-partnerships-toolkit)to explore how you could incorporate or strengthen your student-staff partnership approach to your chosen aim(s).

# Examples of different teaching and learning aims

This diagram illustrates some examples of different teaching and learning aims where a student-staff partnership approach could be incorporated, both during and outside of scheduled teaching. By selecting an example, e.g. provide feedback on students’ work, you will see more information on how these activities can embed a student-staff partnership ethos.

* Provide feedback on students’ work
* Plan revision sessions
* Create principles for engaging in discussions relating to marginalised identities
* Co-deliver teaching
* Communicate course changes to students
* Share new knowledge and findings
* Organise guest lectures or expert panels
* Develop new student support materials
* Create new community engagement opportunities
* Assess students’ learning
* Design summative assessments
* Determine what changes to make within a course
* Improve course feedback opportunities for students
* Identify and share new knowledge in your field
* Create new learning engagement materials
* Visually represent the scholars that students engage with
* Improve teaching development opportunities for staff
* Create research and grant proposals
* Co-develop new learning opportunities
* Embed digital education into teaching and learning support
* Investigate inclusive approaches to teaching and learning
* Create and support new EDI initiatives
* Contribute new knowledge to your field

**Could be done during teaching**

**Could be done outside of teaching**

# Example student-staff partnership activities

This table details examples of how various teaching and learning aims can incorporate a student-staff partnership approach.

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| Aim | Example student-staff partnership activities |
| Assess students’ learning | * Asking students to develop proposals for formative assessment tasks, formats, topics and/or questions and working together to decide which to assign * Working with students to develop question banks for future assessments * Working with students to create an assessment criteria and trial these criteria together using example papers, question sets, portfolios, etc. |
| Co-deliver teaching | * Planning sessions around dynamic discussions between students and staff about unresolved challenges in your field * Asking students to prepare, present seminars and/or lead discussions on unexplored concepts or arguments in your subject |
| Co-develop new learning opportunities | * Working with students to develop lectures, workshops or presentations that incorporate students' interests, knowledge and experiences * Collaborating with students to review and update course aims, topics, and learning outcomes * Working with students to develop new interdisciplinary course components based on their interests * Engaging students in researching and co-designing new topics or experiments * Setting up work experience or public engagement projects with students |
| Communicate course changes to students | * Developing communication strategies and materials (eg emails, announcements, or videos) about course updates and changes with students * Collaborating with students to organise Q&A sessions where students can ask questions and provide feedback on course modifications |
| Contribute new knowledge to your field | * Developing approaches and/or techniques that you will take to answer specific research questions with students * Carrying out an investigative research project into an unanswered question in your discipline with students acting as co-researchers |
| Create and support new EDI initiatives | * Establishing working groups co-chaired by students and staff to review the diversity of scholars represented in their subject and action how they could be represented * Organising events or workshops that showcase the diversity of scholars in a subject, with students involved in planning, promotion, and facilitation of the workshops |
| Create new community engagement opportunities | * Brainstorming event ideas with students and co-design those you choose to move forward with * Co-running a digital or physical community opportunities board with students * Working with students to establish a mentorship program between alumni/staff and current students for career and academic guidance |
| Create new learning engagement materials | * Asking students to work with you to design and/or create multimedia educational content (eg slide decks, videos, podcasts) that complement existing course materials * Working with students to create and run a blog or platform for sharing new insights in your field |
| Create principles for engaging in discussions relating to marginalised identities | * Facilitating discussions with students where you develop guidelines for respectful and inclusive discourse * Collaborating with students to create visual aids or materials that promote understanding and awareness of diverse identities |
| Create research and grant proposals | * Meeting with students to brainstorm unanswered questions in your field * Working with students to develop research proposals based on develop research questions or hypotheses * Co-writing funding or grant applications with students |
| Determine what changes to make within a course | * Asking students and staff to review anonymised student feedback and share their key takeaways * Brainstorming solutions to student concerns with students, rather than putting the burden on students or staff alone to come up with solutions * Working with students to create an action and evaluation plan for addressing student feedback |
| Develop new student support materials | * Working with students to create induction materials such as common Q&As about your course * Updating and/or clarifying course materials (eg course guidebooks, grading rubrics, instructions, etc) in coll |
| Embed digital education into teaching and learning support | * Collaborating with students to identify digital tools and resources that could address student- or staff-identified challenges * Working with students to trial digital tools and co-create guides for staff on how to use these tools to enhance earning experiences and accessibility for students |
| Enhance academic skill development support for students | * Co-deciding the focus and timing of academic skills workshops or individual support sessions with students * Collaborating with students to develop online resources and self-assessment tools to support skill development outside of class |
| Identify and share new knowledge in your field | * Working with students and subject librarians to identify texts that would enable students to engage with more diverse voices and knowledge sources * Co-creating a class reading list made up of recently shared media and/or publications with students |
| Improve [course feedback opportunities](https://academic.admin.ox.ac.uk/files/policyguidanceonstudentengagementrepresentationpdf) for students | * Inviting students to amend current student feedback modes, timing, instructions and/or communications * Co-leading on feedback opportunities such as town hall events, focus groups or interviews with students * Workshopping student representation structures and support with students |
| Improve teaching development opportunities for staff | * Running workshops with students that allow students and staff to share positive teaching and learning experiences * Hosting a student-staff knowledge exchange event on inclusive teaching and learning practices * Working with students to observe teaching, agree and provide constructive feedback to teaching staff |
| Investigate inclusive approaches to teaching and learning | * Working with students to plan, test, research and/or evaluate different teaching and learning approaches * Carrying out an investigative research project into the effects of specific teaching and/or learning strategies |
| Organise guest lectures or expert panels | * Inviting students to co-decide who to invite to give a guest lecture or sit on a panel * Working with students to organise and facilitate the questions the panel will receive |
| Plan revision sessions | * Working with students to develop a session plan based on what they would like to work on and what you feel is important they focus on * Asking students to suggest questions from past papers for everyone to discuss |
| Provide feedback on students’ work | * Asking students to give peer-to-peer feedback on each other’s work * Building and/or maintaining an online discussion with students for sharing and providing feedback on each other’s work |
| Design summative assessments | * Partnering with students to review and revise assessment criteria, task formats and timing * Working with students to develop authentic assessment tasks that simulate real-world challenges and encourage critical thinking |
| Share new knowledge and findings | * Co-writing blog posts or co-authoring papers with students * Presenting findings with students at public engagement events or conferences |
| Visually represent the scholars that students engage with | * Working with students to design posters or presentations showcasing underrepresented scholars in the field * Developing online resources or databases highlighting diverse voices and perspectives in collaboration with students |