

References updated September 2021

Before the session, please skim read **at least ONE** mini case study from Section C (pp3-6)

Promoting Pandemic Partnerships

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Online Presentation to RAISE Partnership SIG

On 'Pandemic Partnerships and Power'

13.15-14.00 September 2, 2020

A video of our talk is available at: <https://vimeo.com/467401583> (from 8.07min to 55.25 mins)






This handout is available on our website [here](#)

Structure

- A. Unpacking the nature of student-staff partnerships
- B. Values in working in partnership
- C. Developing partnerships in an online environment and the impact of COVID-19

A. Unpacking the nature of student-staff partnerships

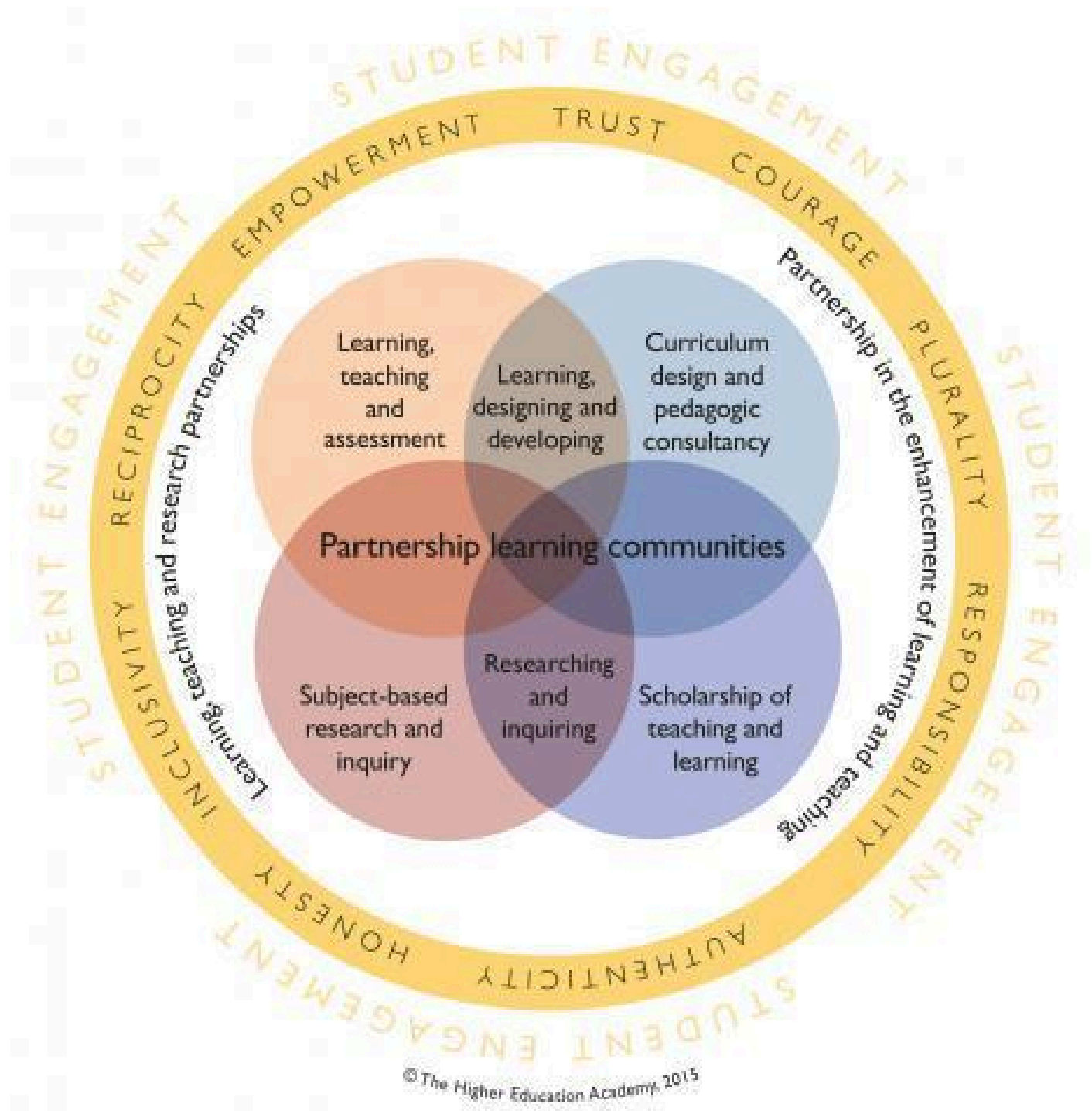
Figure 1. Student engagement continuum

	INFORM	CONSULT	INVOLVE	PARTNER	CONTROL
					
GOAL	To provide students with balanced and objective information to assist them in understanding the problem, alternatives and solutions.	To obtain student feedback on analysis, alternatives and/or decisions.	To work directly with students throughout the process to ensure that their concerns and aspirations are consistently understood.	To partner with students in each aspect of the initiative from identification to solution.	Students design and lead initiatives that matter to them and are in control of final decision-making.
STYLE	"Here's what's happening."	"Here are some options, what do you think?"	"Here's a problem, what ideas do you have?"	"Let's identify the issues and work together to develop a plan and implement a solution."	"You care about this issue and are leading an initiative, how can we support you?"

Adapted by Student Voice Australia from © International Association for Public Participation Spectrum of Public Participation www.iap2.org

Source: Student Voice Australia

Figure 2. Students as partners in learning and teaching in higher education: An overview model



Source: Higher Education Academy (2015) Based on: Healey, M., Flint, A. and Harrington, K. (2014) *Engagement through partnership: students as partners in learning and teaching in higher education*. York: Higher Education Academy p.25.

<https://www.heacademy.ac.uk/engagement-through-partnership-students-partners-learning-and-teaching-higher-education>

B. Values of working in partnership

Drawing on the literature on successful partnership and engaged student learning, core values which underpin successful partnership in learning and teaching are suggested. The relative importance of each of these values may vary in different contexts, and there may be additional values you want to include for your partnerships:

- **Authenticity:** the rationale for all parties to invest in partnership is meaningful and credible.
- **Honesty:** all parties are honest about what they can contribute to partnership and about where the boundaries of partnership lie.
- **Inclusivity:** there is equality of opportunity and any barriers (structural or cultural) that prevent engagement are challenged.
- **Reciprocity:** all parties have an interest in, and stand to benefit from, working and/or learning in partnership.
- **Empowerment:** power is distributed appropriately and ways of working and learning promote healthy power dynamics.
- **Trust:** all parties take time to get to know one-another and can be confident they will be treated with respect and fairness.
- **Courage:** all parties are encouraged to critique and challenge practices, structures and approaches that undermine partnership, and are enabled to take risks to develop new ways of working and learning.
- **Plurality:** all parties recognise and value the unique talents, perspectives and experiences that individuals contribute to partnership.
- **Responsibility:** all parties share collective responsibility for the aims of the partnership, and individual responsibility for the contribution they make.

Source: Higher Education Academy (2015)

C. Developing partnerships in an online environment and the impact of COVID-19

1. The instructor-student collaborative partnership in an online learning community course, USA

“We empirically investigated whether, to what extent, and how an instructor and students build a collaborative partnership in a graduate-level online course. The research context was a graduate-level online course entitled, *Online Learning Communities*, offered at a midwestern research university in the United States. ... Results show that the instructor and students not only actively participate in learning, instruction, and social environment building processes, but also maintain mutual interactions, communications, and actions to construct knowledge, to design and facilitate discussions, and to build a social learning environment. In addition, most participants perceive a sense of an online learning community in this online course. ...

In a collaborative partnership, both the instructor and students need to take active roles for design, learning, and instruction, respect others’ knowledge, expertise, and experience, and work together to achieve shared learning goals. ... The instructor-student collaborative partnership can transform education practices from a traditional, transmissive instructor-directed teaching to a participatory, collaborative student-centered learning. ...

This course was primarily comprised of inquiry-based online asynchronous discussions, including instructor-designed and student-designed discussions. A full cycle of a weekly discussion included three parts: design, discussion, and summary. First, the facilitator(s) (Danielle or the student learning team) designed a weekly discussion and learning activities, posted class agendas, and created a discussion post. Danielle and students negotiated with each other about discussion topics, contents, and ways of communication. Then, during discussions, Danielle and students put forth ideas, proposed and answered questions, and built on, critiqued, or reflected on others’ ideas. Finally, at the beginning of the following week, the facilitator(s) posted a

reflection video/audio or a textbased post to summarize ideas from the previous weekly discussion. There were two additional activities designed by Danielle: a class charter activity and a final reflection activity. ...

This study indicated that the instructor student collaborative partnership can connect student learning with instructional guidance, balance the tension between student active learning and teacher authorities, and facilitate a shift from instructor-directed to student-centered learning.”

Further information: Ouyang et al (2020)

2. Student-faculty pedagogical partnership supports a biology course shifting from face-to-face to online, Students as Learners and Teachers Program (SaLT), Bryn Mawr and Haverford Colleges, Pennsylvania, USA

The Students as Learners and Teachers (SaLT) program has been supporting classroom- and curriculum-focused, student-faculty pedagogical partnerships at Bryn Mawr and Haverford Colleges since 2007. Typically, student and faculty pairs work in one-on-one, semester-long, pedagogical partnerships that include weekly classroom observations by the student partner, weekly meetings of the faculty-student pair, and weekly meetings of the student partner cohort and the director of SaLT.

In response to the disruption of face-to-face teaching and learning—and pedagogical partnerships—caused by COVID-19 at these two residential, liberal arts colleges, a faculty member in the Biology Department, Adam Williamson, and his student partner, Kate Weiler, who had worked in partnership in the Fall-2019 semester and prior to the shift to remote learning, collaborated to shift a Biology Senior Seminar to a fully online format. Adam and Kate found that key to effecting this shift was balancing attention to how the class community could be sustained (and, in some ways, reinvented) in the online forum, on the one hand, with re-imagining student-centered learning and individual student learning needs as students completed their culminating projects on the other. A sudden shift to online learning reveals or throws into relief what might already be problematic in one’s pedagogy and inequitable across student experiences, and Adam and Kate built on their existing foundation of trust and mutual respect to brainstorm and enact new support structures for supporting both class community and individual student learning. For instance, they co-created a survey that Kate then used as a basis for follow-up conversations with enrolled students regarding how best to meet their learning needs.

Further information: Alison Cook-Sather (acooksat@brynmawr.edu) based on Weiler & Williamson (2020)

3. Student-consultant in Center for Teaching and Learning supports French professor in transition from in-person to remote teaching format, Reed College, Portland, Oregon, USA

The student-consultant, Parker Matias ('20), has been supporting classroom-focused, student-faculty pedagogical partnerships at Reed College since the fall of 2019. Typically, student and faculty pairs work in one-on-one, semester-long, pedagogical partnerships that include weekly classroom observations by the student partner, weekly meetings of the faculty-student pair, and weekly meetings of the student partner cohort and the director of the program. In January of this year, Parker began working with Corine Stofle in the French Department. Despite Reed's decision to close campus due to concerns of the spread of COVID-19, Parker and Corine continued their partnership remotely.

Key to effecting this transition was establishing positive momentum early in the semester through classroom community building. In January, Corine had concerns about participation in her course on Black Women in Francophone Literature. Students appeared hesitant to discuss difficult topics like colonization, race, and gender. In response, Corine and Parker, developed community building practices to create a safe environment geared toward in-depth, honest discussion. They implemented a 'soft open' at the beginning of class in which the nine students took turns sharing a personal anecdote. These interactions blurred the line between 'informal conversation' and 'formal conference discussion.' By stepping outside the academic context, the conference developed a bond of trust, ultimately allowing them to go deeper in conference discussion. Community building brought the conference closer. It also gave them the tools to be farther apart. While it initially served as a tension easer, classroom community became the key to strong communication during a vulnerable time for students, faculty, and consultants alike. The focus of the pedagogical partnership changed from maximizing

quality participation to ensuring a safe learning/working environment amidst the enormous challenges of quarantine. As a student himself, Parker was able to give Corine valuable insights into these challenges. *Further information:* Alison Cook-Sather (acooksat@brynmawr.edu) based on Matias (2020)

4. Students find inspiration and encouragement as their pedagogical partnerships move online, USA

In the third week of April 2020, Alison Cook-Sather, Director of the Students as Learners and Teachers (SaLT) Program at Bryn Mawr and Haverford Colleges, hosted virtual meetings of 25 student partners from across nine colleges and universities with pedagogical partnership programs in the United States. Addressing what inspired and encouraged them in their pedagogical partnership work, they said things like:

"[My faculty partners and I] came up with four different ideas [to replace the final project that was no longer possible]. Being able to offer different options was really great, and I actually think, moving forward with the class, if it has such a diverse group [of students enrolled, having that choice] would be a way to approach it. Nicole Litvitskiy, Student Partner, Haverford College

"I was really encouraged by my faculty partner doing a lot of written participation with students [in the new online forum], so especially for shyer students, this is a really great time for them to get their voices into the conversation through those new participation channels." Matthew Schmitz, Student Partner, Ursinus College

"[As far as advice,] the one thing is letting go, and leaning into uncertainty, and not trying to change things that we can't change, because that just leads to a lot of suffering. The other thing is appreciating that change and looking at the new opportunities for growth and new perspectives that this whole new way of life that we've all started, what this can bring." Elise Pfrommer, Student Partner, Lewis & Clark College

Further information: Alison Cook-Sather (acooksat@brynmawr.edu)

5. Thinking outside the box: How a Student-Staff Partnership Team is keeping partnership alive during COVID-19 at University of Queensland, Australia

COVID-19 has dramatically changed the ways in which we live, learn and engage with one another. In a university-wide [Student-Staff Partnerships \(SSP\) program](#) at The University of Queensland (UQ), the team had to quickly reimagine how to continue to support the community of student and staff partners despite physical distancing measures. In order to keep our program running, we had to rethink our practices of collaboration, get creative, embrace new online collaboration tools and platforms and move beyond our traditional (face-to-face) ways of engaging.

The Student-Staff Partnership Projects initiative seeks to foster partnership through a project-driven approach to enable students and staff to engage to enhance the 1) [teaching and learning](#), 2) [governance and strategy](#), and 3) [student experience](#) environments at the University. In 2019 there were 600 student partner grants awarded. Approximately 250 university staff have engaged with the program.

To ensure that students and staff could continue to engage in partnership and stay connected during COVID-19, we set up a SSP community Facebook group and redesigned a whole range of workshops and events. For instance, the team turned the SSP project inductions into interactive and engaging online workshops, using zoom break-out rooms for individual teams, substituting a snowball activity with a Padlet and creating a Jamboard to stimulate conversations on partnership. Similarly, the team redesigned the SSP community of practice meetings and created a virtual project management workshop to share useful online collaboration tools and strategies with students and staff across the University. We also hosted a virtual stall (a presentation followed by Q&A) as part of UQ's virtual careers fair and are planning a virtual celebration event for our student and staff partners.

Further information: Julia Groening, Madelaine-Marie Judd and Naima Crisp (SSP@uq.edu.au); see also Section B Case Study 5.6 *Students as Partners and Change Agents in Learning and Teaching in Higher Education* www.mickhealey.co.uk/resources

6. Learning through a World Café format at University of Chester, UK

A 'World Café' is an effective way of facilitating discussion and ideas within a large group. It is a useful way of providing everyone in a group with the opportunity to share their perspective on a range of different questions around a topic. A World Café operates in three main stages:

1. **Welcome and explanations:** This starts with a plenary where the full group is introduced to the format and the focus of the discussion. This includes outlining the guidelines and etiquette of a World Café.
2. **Small group discussion:** Small groups of four to six people meet to discuss a different question at each table. The total number of tables and questions will vary depending on the size of the group and the number of points for discussion. Each group focuses on their first question for around 20 minutes noting down their ideas and thoughts on a piece of paper or paper tablecloth. After the allotted time the whole group moves on to the next table and question; and the process repeats itself until each group has had the opportunity to discuss each question. It may be helpful for one person from the previous group to stay temporarily at the table to explain the nature of the previous group's discussion to the new group. Alternatively, each table may have a 'host' i.e. one person who stays at that table throughout the discussion session to facilitate the discussion and provide the links between the points raised by different groups.
3. **Harvest ideas:** The final plenary provides the opportunity to summarise the responses to each question. If you chose to have a 'host' at each table then this is a key role for them. Otherwise the last group for each question should be pre-warned that they will need to summarise the thoughts on the question for the other groups. Time limits may restrict this session to key messages, or the most significant points, or a 1-minute summary. Ways of circulating summaries of answers to each question may also be built in.

Environment, Poverty and Health Online World Café, University of Chester, UK

This was an online session for a final year geography module for around 20 students that was focused on a discussion about the social, political, economic and cultural implications of Covid-19. In preparation for this discussion, the students were asked to read at least two blogs, newspaper articles and writings of geographers, sociologists and philosophers on Covid-19 at:

<https://progressivegeographies.com/resources/geographers-sociologists-philosophers-etc-on-covid-19/>.

Further information: Healey & Healey (2020) including details on the process

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