Teaching and Learning Week 2017
SHOWCASE
Students As Partners at UQ
Friday 3 November 2017
2.00pm - 5.00pm

CHAIRS
• Ms Lucy Mercer Mapstone, PhD candidate, Students as Partners Program Design Project
• Ms Aimee Parker, Program Coordinator, UQ Student Employability Centre, Students as Partners Program Design Project

PROGRAM
2.00pm  Opening and welcome
2.10pm  Understanding Students as Partners Round table discussions
2.30pm  SaP at UQ presentations
3.10pm  Enjoy afternoon tea
3.30pm  World Cafe Round table discussions
4.30pm  SaP at UQ presentations
4.50pm  Closing and thanks
5.00pm  Networking and canapes

SaP AT UQ PRESENTATIONS
Building partnerships through communities of practice
• Dr Katherine McLay, Lecturer, School of Education
• Ms Aurora Andersen, Student, Bachelor of Arts/Education (Secondary)
• Ms Yvonne Oberhollenzer, Manager (Student Futures), Faculty of Humanities and Social Sciences

The HASS Crew: Student leadership and peer support
• Ms Ellen Dearden, Project Manager, HASS Crew
• Ms Sarah Ritchie, Ms Coco Yitong Bu, and Ms Ashley Mallet-Wallace, Students, HASS Crew

School of Human Movement and Nutrition Sciences 1st Year Transition Mentor Project
• Dr Louise McCuaig, Lecturer, School of Human Movement and Nutrition Sciences
• Ms Grace Atkinson, Mr Joshua Jorgensen, HMNS 4th Year research team

The use of a Student Consultant for optimising student engagement in the Flipped Classroom
• Dr Fiona Lewis, Lecturer, Speech Pathology
• Ms Kate Peucker, Student, Bachelor of Health, Sport and Physical Education

SaP in assessment and course co-design: ACCT1101 Student Support Group (SSG)
• Ms Robyn Parry, Lecturer, School of Business
• Student Support Group members
  Ms Rebecca Bomgaars, Mr Wade Tun
  Ms Annabelle Deeth, Mr Jack Biddle
  Mr Isaac Nankavill, Mr Miles Walker

Students as Partners: A Programmatic Approach
• Dr Eimear Enright, Ms Sue Monsen, Lecturers, Human Movement and Nutrition Sciences
• Student partners
  Ms Meg Wilkinson
  Ms Bianca Wrigley
  Ms Kate Peuker
Building partnerships through communities of practice

- Dr Katherine McLay, Lecturer, School of Education
- Ms Aurora Andersen, Student, Bachelor of Arts/Education (Secondary)
- Ms Yvonne Oberhollenzer, Manager (Student Futures), Faculty of Humanities and Social Sciences

Communities of practice have been used in diverse ways to build partnerships between students and staff at UQ. In this presentation, we will discuss two case studies - one within a course and another in the extracurricular space - which demonstrate how partnership can be fostered and built through communities of practice. In the first case study, Dr Vicente Reyes will discuss how he incorporated the essential skills necessary to collaborate within communities of practice through EDUC1050: Learning Tools for 21st Century Knowledge Societies. In the second case study, Yvonne Oberhollenzer will share how she collaborated with students and staff to co-design and implement a community of practice to support those engaged in partnership at UQ.

The HASS Crew: Student leadership and peer support

- Ms Ellen Dearden, Project Manager, HASS Crew
- Ms Sarah Ritchie, Ms Coco Yitong Bu, and Ms Ashley Mallet-Wallace, Students, HASS Crew

The HASS Crew is a student-led, student-run initiative funded by the Humanities and Social Sciences Faculty, which aims to welcome HASS students, especially first-year students, and help them find their way around HASS, UQ and university life in general. In 2017, they hosted social, academic and career events, including the HASS Battle of the Schools Debate, the HASS 1, 5, 10 Career Night and several Exam and Assignment Drop In Centres.

School of Human Movement and Nutrition Sciences 1st Year Transition Mentor Project

- Dr Louise McCuaig, School of Human Movement and Nutrition Sciences
- Ms Grace Atkinson, Mr Joshua Jorgensen, HMNS 4th Year research team

In 2017, the Human Movement and Nutrition Sciences School secured funds to pilot a sustainable mentor initiative to enhance 1st year students’ transition into HMNS tertiary studies. The objective was to drive purposeful mentoring and support between first and third year HMNS students within the context of core learning experiences. A student-as-research-partners’ strategy was embedded within this project, which involved 4th year HMNS students in observing 3rd – 1st year mentor experiences and focus group data collection.

The use of a Student Consultant for optimising student engagement in the Flipped Classroom

- Dr Fiona Lewis, Lecturer, Speech Pathology
- Ms Kate Peucker, Student, Bachelor of Health, Sport and Physical Education

The courses SPCH3102: The School-Aged Child and SPCH7823: Language and Literacy in Education are taught to a combined mix of 3rd year Bachelor of Speech Pathology (Hons) students and 2nd year Masters of Speech Pathology students. The courses are heavily theoretical, leaving little time for applying theory to clinical practice. In response to student feedback in 2016, a flipped classroom approach was offered in 2017. To obtain feedback on the students’ engagement and learning, a Student Consultant (SC) was employed who met with student Focus Groups throughout the semester who advised on the implementation of the flipped classroom.
SaP in assessment and course co-design: ACCT1101 Student Support Group (SSG)

- Ms Robyn Parry, Lecturer, School of Business
- Student Support Group members
  - Ms Rebecca Bomgaars
  - Mr Wade Tun
  - Ms Annabelle Deeth
  - Mr Jack Biddle
  - Mr Isaac Nankavill
  - Mr Miles Walker

ACCT1101 Accounting for Decision Making is a large first year core course in the BCom, BBM, BIHTM and BEcon programs. An important component of the course is a virtual world learning resource linked to a group business plan assignment. However, analysis of the open comments from student evaluations and student consultations revealed that students struggled with the dynamics of group work.

To enhance the student experience in group work, in 2017 we partnered with past ACCT1101 students to form the ACCT1101 Student Support Group. The intent was to implement a peer-learning scheme involving cross-year support between students currently enrolled and a small group of students who have recently completed the course. Like all peer-learning schemes, members of the ACCT1101 Student Support Group must step outside their usual identity and become teachers, thereby acting as partners in supporting other students in their learning.

Students as Partners: A Programmatic Approach

- Dr Eimear Enright, Ms Sue Monsen, Lecturers, Human Movement and Nutrition Sciences
- Student partners
  - Ms Meg Wilkinson
  - Ms Bianca Wrigley
  - Ms Kate Peuker

In this presentation students and academics will present the range of opportunities identified within one undergraduate program and how students are making valuable contributions as partners. The team will also discuss the benefits and challenges associated with efforts to:

- Develop and enact a first year experience strategy
- Co-construct curriculum and assessment