



# Partners In Learning Through Times Of Crisis

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# What is staff-student partnership?



# Engagement through partnership: students as partners in learning and teaching in higher education



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July 2014



### **Consultation:**

Opportunities are provided for students to express individual opinions, perspectives, experiences, ideas and concerns.

### **Involvement:**

Opportunities are provided for students as individuals to take a more active role.

### **Participation:**

Decisions are taken by students to take part or take a more active role in a defined activity.

### **Partnership:**

There is a collaboration between an institution/faculty/department and student, involving joint ownership and decision-making over both the process and outcome.

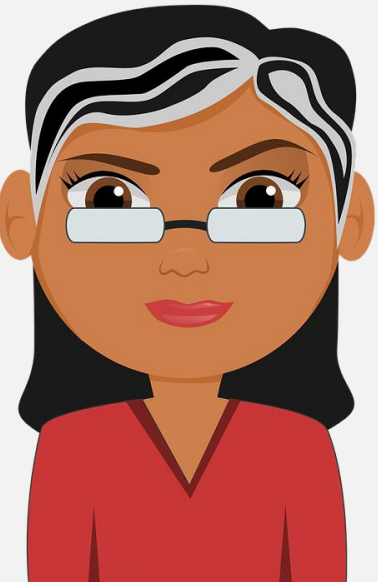
## Partnership values:

- Authenticity
- Inclusivity
- Reciprocity
- Empowerment
- Trust
- Challenge
- Community
- Responsibility

## Staff partners' views of partnership

What does partnership mean to you?

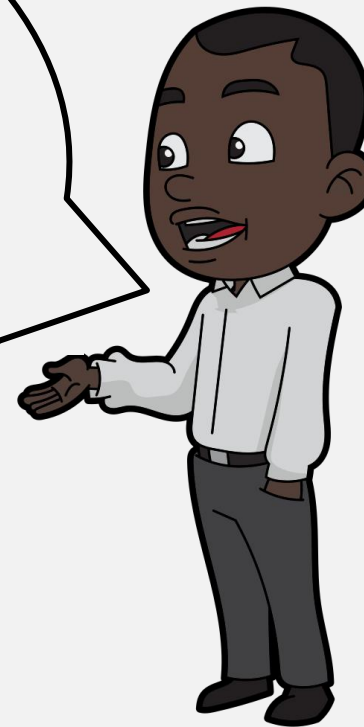
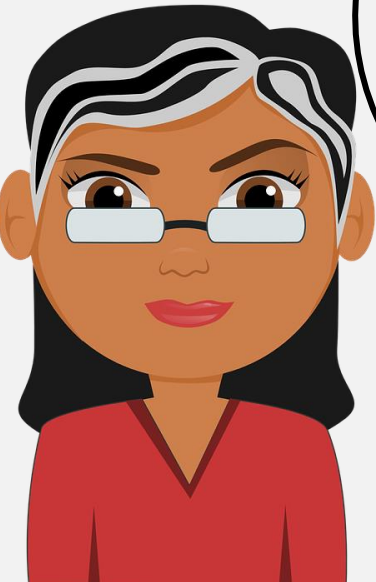
Partnership to me means  
you do something together  
and you both get something  
out of it.



## Staff partners' views of partnership

What does partnership mean to you?

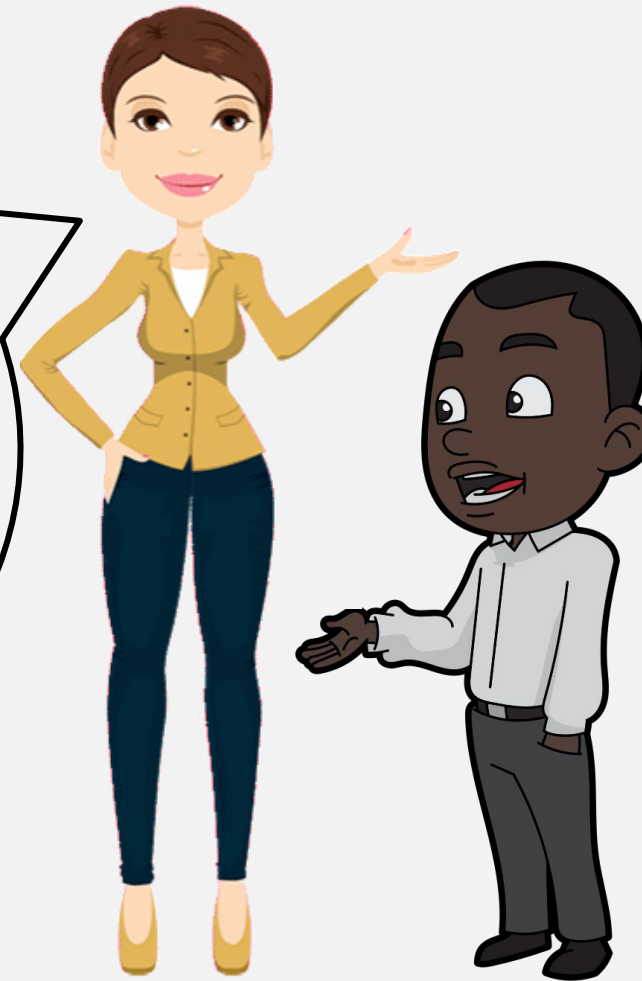
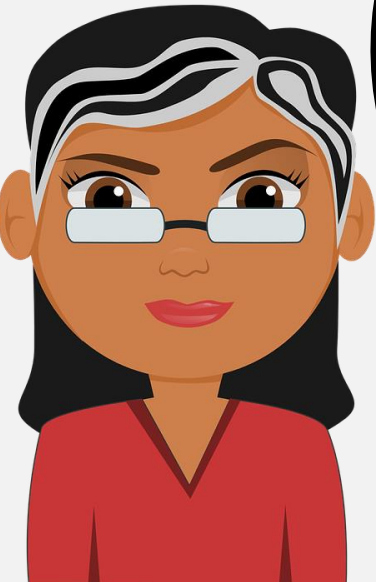
It's where a number of parties get together and try to use each of their strengths to balance the other's weaknesses and then make the most of how they can come together with their particular skills.



# Staff partners' views of partnership

What does partnership mean to you?

Working together to achieve a common goal – the partnership to me means both parties being in it for the product that together they are trying to develop.



# Partnership projects are found in many settings



Healey et al. 2014



many settings



## Redesign of Blackett Laboratory



Chem



Healey

Physics Lab in a Box

# ImpVis: a large-scale partnership project example



Welcome to **ImpVis** - a  
staff and student project  
visualising abstract  
concepts for your **STEM**  
courses\_

<https://impvis.co.uk>

# ImpVis' three guiding partnership principles

1

## Mutual Respect

The partnership draws its strength from **equally valuing** staff and students' **expertise**. Members of staff are experts in teaching and their subject-specific domain; students have the expertise of being learners and understanding the student audience. Each respects the insight of their partner.

2

## Joint Ownership

A partnership means joint ownership of both **the development process** and the **final product**. Both staff and students contribute to the decision-making of how to work on the visualisation, and both make decisions on visualisation look and functionality.

3

## Shared Responsibility

The responsibility for the visualisation and its development is **shared, but not equal**. It is jointly up to the staff and students involved in the partnership to define who is responsible for what. Usually, the student is responsible for the coding process, and the staff member is responsible for ensuring the visualisation is factually correct.

# The challenge: how can every student participate in staff-student partnerships?



Golf Oasis in Desert Hills, Las Vegas, Nevada, 2009 (©Alex MacLean / Beetles Huxley)

# I-Explore: Imperial's programme of cross-curricular modules

Provides the opportunity for all undergraduates to broaden their perspective, give new context to their disciplinary knowledge, and share their expertise for the benefit of society.

All students will need to pass their I-Explore module but the numerical mark will not be included in the calculation of their final degree result.

**→ Ideal environment to trial new learning & teaching as well as assessments methods**

# Response to pandemic and the consequences

Many modules were redesigned and developed in partnership with students.



- Flexibility leading to **inclusivity**
- Students **responsible** for own learning
- Control over own learning leading to **empowerment**

# Taking the next step: intentional partnership-based module design

New I-Explore module for 2021-2022:

**ImpVis - designing interactive visualisations for education**

Fundamental ideas to module design:

**co-creation** of knowledge - not teaching a 'set syllabus' of facts

**community-focus** - working collaboratively and supporting each other's work

**authentic** product – unique visualisation designs that will be implemented in STEM courses throughout College

## Looking ahead – questions to ask ourselves

Will students be able to keep taking control of their learning, taking greater responsibility and ownership?

Can we retain a sense of ‘we are in it together’ in our courses?





Can the learning journey truly become a partnership venture?