

# Students as True Partners – meaningful collaboration between students, academics and the library



Kate Courage and Catriona Matthews, University of Warwick



7 undergraduate humanities students  
3 academic staff members  
2 Library staff members

**Aim:** to encourage students to engage with independent research

## Warwick International Higher education Academy

Funds projects

“...to enable collaborative partnerships between staff and students to directly improve the learning experience.”

6 strategic priorities:

- A: Student Research
- B: Internationalisation
- C: Interdisciplinarity
- D: Student Engagement
- E: Assessment & Feedback
- F: Group Work

# Education Strategy

## Learning beyond boundaries

Strategic emphasis on:

- student research
- partnership / co-creation

### 2.4 Student Research

Warwick's research-intensive environment is intrinsic to equipping students with sector-leading knowledge, skills, and opportunities to conduct research in partnership with the academic community



#### 2.4.1 Students Learning from Research Engagement

We will ...

- Ensure that all students engage with research to enjoy intellectual stretch, work independently, reach beyond the boundaries of the curriculum, and challenge their critical abilities

We will achieve this by ...

- Revising curricula to ensure all students develop research skills within their degree
- Further growing extra-curricular opportunities to engage in research, including working alongside university researchers, scholarships for independent research, and team-based research activity

# Students as Partners

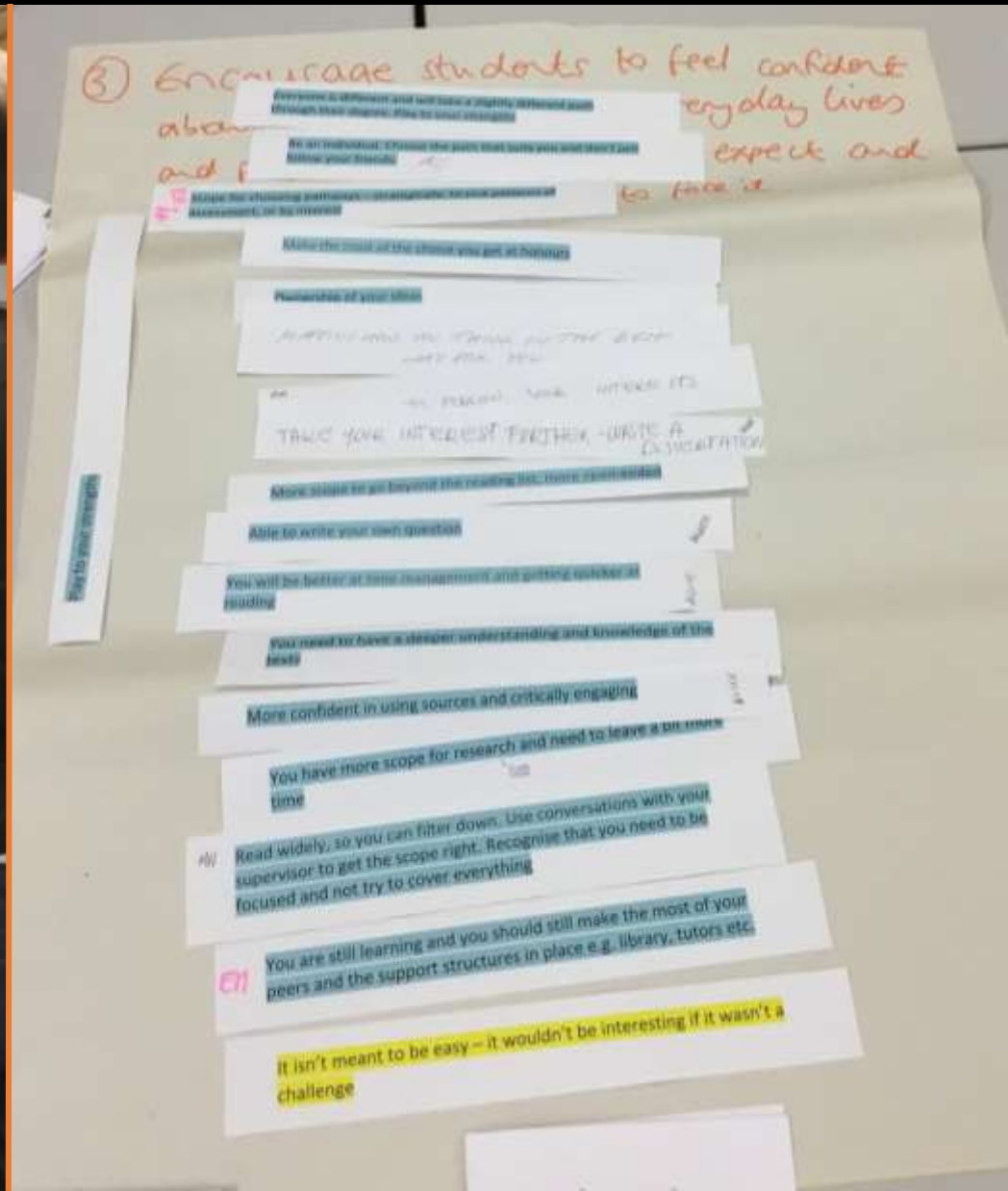
**Partnership** is a ‘...relationship in which all involved...are actively engaged in and stand to gain from the process of learning and working together.’

(Healey et al. 2014, 12)

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# Workshops



③ Encourage students to feel confident about and expect and to face it

Encourage & deliver and not take a slightly different path through their work. How to avoid this?

As an individual, choose the path that suits you and don't just follow your friends

Make the most of the choices you get at university

Remember of your time

Nothing will be there in the end - not you, not your friends

Be prepared, work, work, work

TAKE YOUR INTEREST FURTHER - WRITE A DISSERTATION

More studies to go beyond the reading list, more assignments

Able to write your own question

You will be better at time management and getting outside of reading

You need to have a deeper understanding and knowledge of the texts

More confident in using sources and critically engaging

You have more scope for research and need to leave a bit more time

Read widely, so you can filter down. Use conversations with your supervisor to get the scope right. Recognise that you need to be focused and not try to cover everything

You are still learning and you should still make the most of your peers and the support structures in place e.g. library, tutors etc.

It isn't meant to be easy - it wouldn't be interesting if it wasn't a challenge

# Meditative thinking

‘a deeper, more patient way of thinking...that escape[s]  
the closed encasing framework of calculative,  
metaphysical thinking’

‘an openness’

‘an act of letting be’

‘passively and peacefully waits for being to reveal itself’

‘requires patience’

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(Rae, 2014, 90-91)



Martin Heidegger







## Student research

3 videos • 19 views • Updated 4 days ago



These short videos, created by humanities undergraduate students, give a student view of independent research, focusing on 3 key transition points in your degree:

Starting out on your degree

Getting your first assignment

Moving from first year to honours level



uowLibrary

SUBSCRIBE



Starting your research journey: a student view

uowLibrary



Top tips for first year research: a student view

uowLibrary



Finding your path through honours level research: a student view

uowLibrary

Co-created videos with students, looking at independent research at 3 key stages in their degree



# How we are using them...



Inductions

First year lectures / seminars

Dissertation and PG level

# How we have evaluated them

With academic staff

They are fantastic! Really unique and insightful into the student experience and thought process.

With students

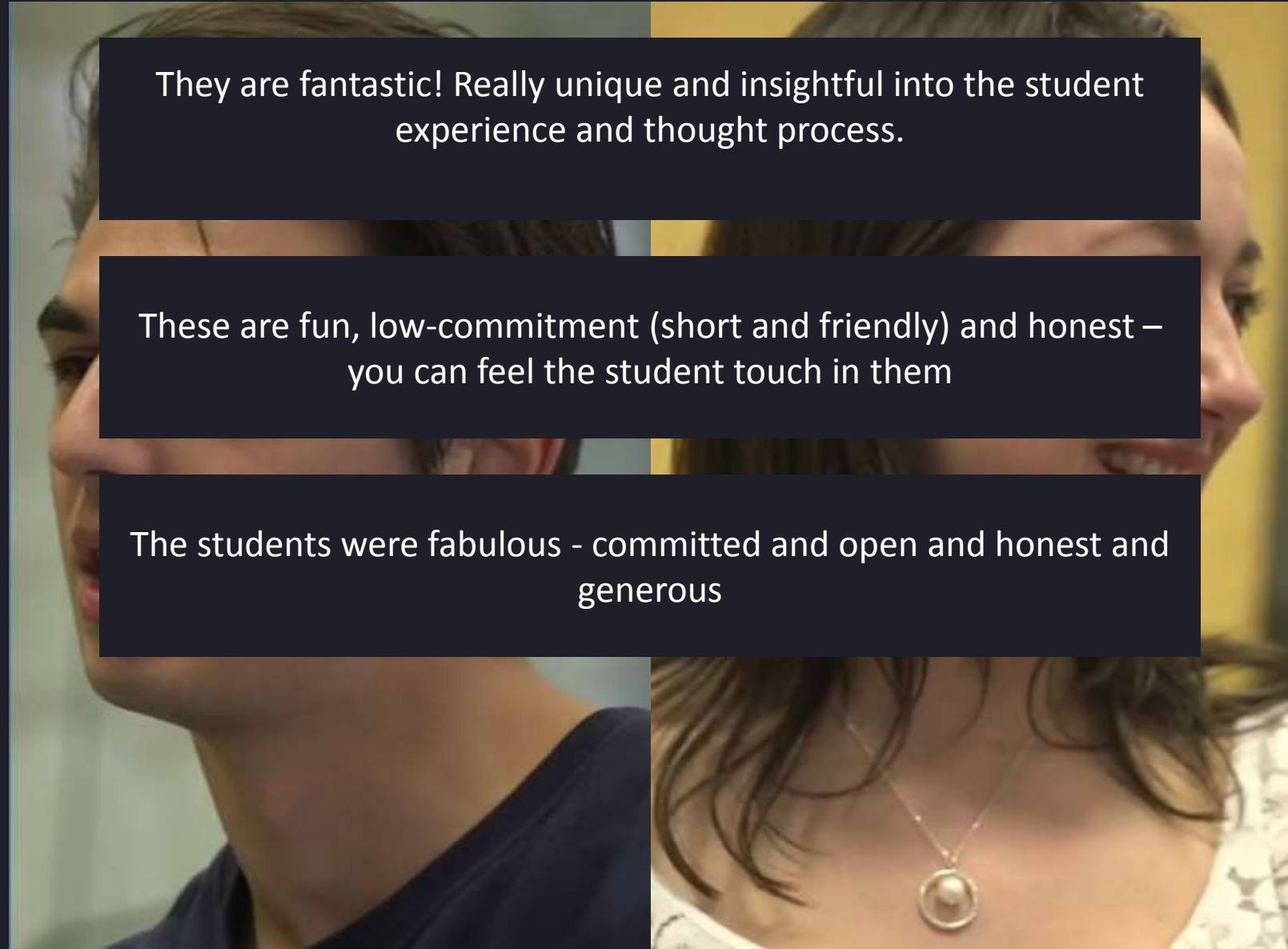
These are fun, low-commitment (short and friendly) and honest – you can feel the student touch in them

With the staff involved in the project

The students were fabulous - committed and open and honest and generous

With WIHEA funders

With the students involved in the project

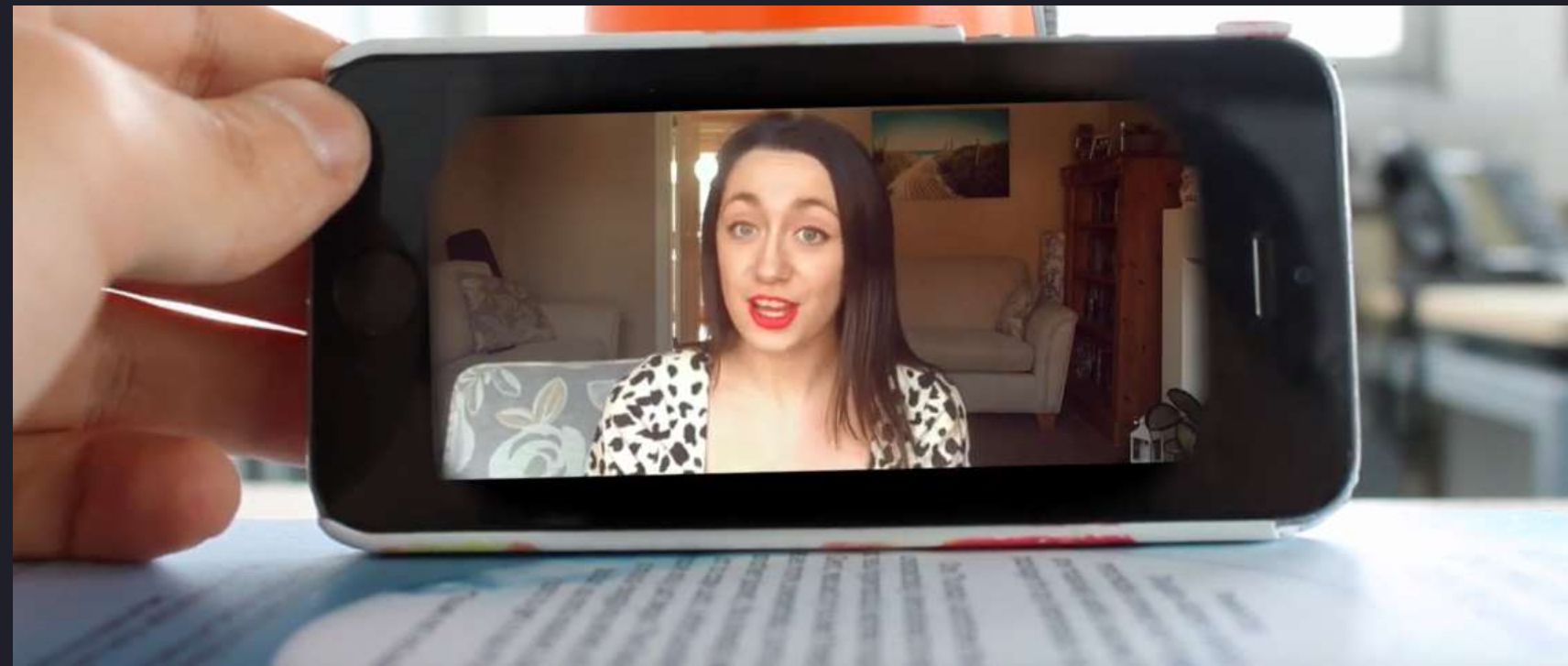


Following on...



Co-presented at conference

Follow up videos –  
personal stories







A background image showing a group of people in a forest setting. The image is partially obscured by white text boxes. The people are standing on a grassy area with trees in the background. The lighting is bright, suggesting a sunny day.

# Workshop questions

What is the value of co-creation for staff and for students?

How have you done co-created projects or how might you like to do them?

What barriers are there to co-creation and how might we overcome them?





<https://www.youtube.com/user/uowLibrary>

Student Research playlist

# References

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- Simoni, H., McGregor, A. and Lubicz-Nawrocka, T., [n.d.]. Co-creation of research on co-creation of the curriculum. [online] Student Partnerships in Quality Scotland. Available at: <https://www.sparqs.ac.uk/upfiles/2.3%20Co-Creation%20-%20Edinburgh%20Uni.pdf> [Accessed 14 November 2018]

Any questions?



**Kate Courage**

Academic Support

Librarian

University of Warwick

Email: [kate.courage@warwick.ac.uk](mailto:kate.courage@warwick.ac.uk)

Telephone: 02476 528151

Twitter: @KatyCourage



**Catriona Matthews**

Student as Researcher

Project Officer

University of Warwick

Email:

[Catriona.I.Matthews@warwick.ac.uk](mailto:Catriona.I.Matthews@warwick.ac.uk)

Telephone: 02476 551686

Twitter: @cat\_matthe

## Student videos

<https://www.youtube.com/playlist?list=PLYZIlzyrlpMeQLScmzhLYzhYx4aARsdD->

## Student clips

<https://www.youtube.com/playlist?list=PLYZIlzyrlpMdlWcHmDUr0C-uJW1JAC9Jf>