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Jensen, Kathrine, Kendrick, Julia and Swinburn, Sunnie

Blurring Staff and Student Identities: the impact of learning partnerships

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Benefits reported by Students
- Confidence in giving feedback
- Ability to communicate effectively
- Seeing teaching methods more clearly

Benefits reported by Staff
- Feedback gave useful insights
- Feedback offered reassurance about teaching approaches
- ‘Impartial’ perspective was valuable

Consultation process
- Academic staff contacts project coordinator (PC) with request
- Project coordinator contacts student consultant (SC) with task
- SC contacts academic to set up meeting
- SC and academic staff meet to discuss and negotiate task
- SC carries out task
- SC arranges feedback discussion meeting with lecturer
- SC sends feedback on consultation to PC
- Academic staff sends feedback on consultation to PC

“I have certainly gained more skills and experience in the way I think and give critique. This has helped me in my everyday studies giving me more confidence in my own feedback.”
(Student consultant H)

“I now know that there is the potential out there for learning to be so much more than it is now. Some lecturers get it but I think more can be done to change the learning experience. But I also realise that students still need to be willing or no changes will make a difference.”
(Student consultant)

“I thought it was amazing. We looked at what students wanted from feedback as opposed to what I want them to learn”
(Academic staff member H)

“Working with the student consultants was a real delight; they were professional and polite throughout. They also provided some really useful feedback in a very objective and non-judgemental way; nowhere near as scary as one might first imagine!”
(Academic staff member I)