Student Employability
21 December 2020

THE UNIVERSITY OF QUEENSLAND
AUSTRALIA

CREATE CHANGE

Student-Staff Partnership Projects: 2020 Snapshots

Purpose of the report **3**
About the program **3**
2020 University Student-Staff Partnership Projects **4**
Who were our partners in 2020? **4**
How you can support this program **6**
Institute of Teaching and Learning Innovation (ITaLI) **7**
Overview of 2020: SSP Projects in ITaLI **8**
Faculty of Business, Economics and Law **12**
Overview of 2020: SSP Projects in BEL **13**
Faculty of Engineering, Architecture and Information Technology **20**
Overview of 2020: SSP Projects in EAIT **21**
Faculty of Health and Behavioural Sciences **25**
Overview of 2020: SSP Projects in HABS **26**
Faculty of Humanities and Social Sciences **35**
Overview of 2020: SSP Projects in HASS **36**
Faculty of Medicine **56**
Overview of 2020: SSP Projects in Medicine **57**
Faculty of Science **72**
Overview of 2020: SSP Projects in Science **73**
Library **82**
Overview of 2020: SSP Projects in the UQ Library **83**
Student Affairs Division **87**
Overview of 2020: SSP Projects in the Student Affairs Division **88**
Future Students **93**
Overview of 2020: SSP Projects within Future Students **94**

Purpose of the report

The purpose of this report is to outline the various Student-Staff Partnership (SSP) Projects that occurred in 2020 according to Faculty or Central Unit/Division. We encourage senior leaders to recognise the commitment and dedication of the student and staff partners involved for their outstanding contributions to the enhancement of the UQ community.

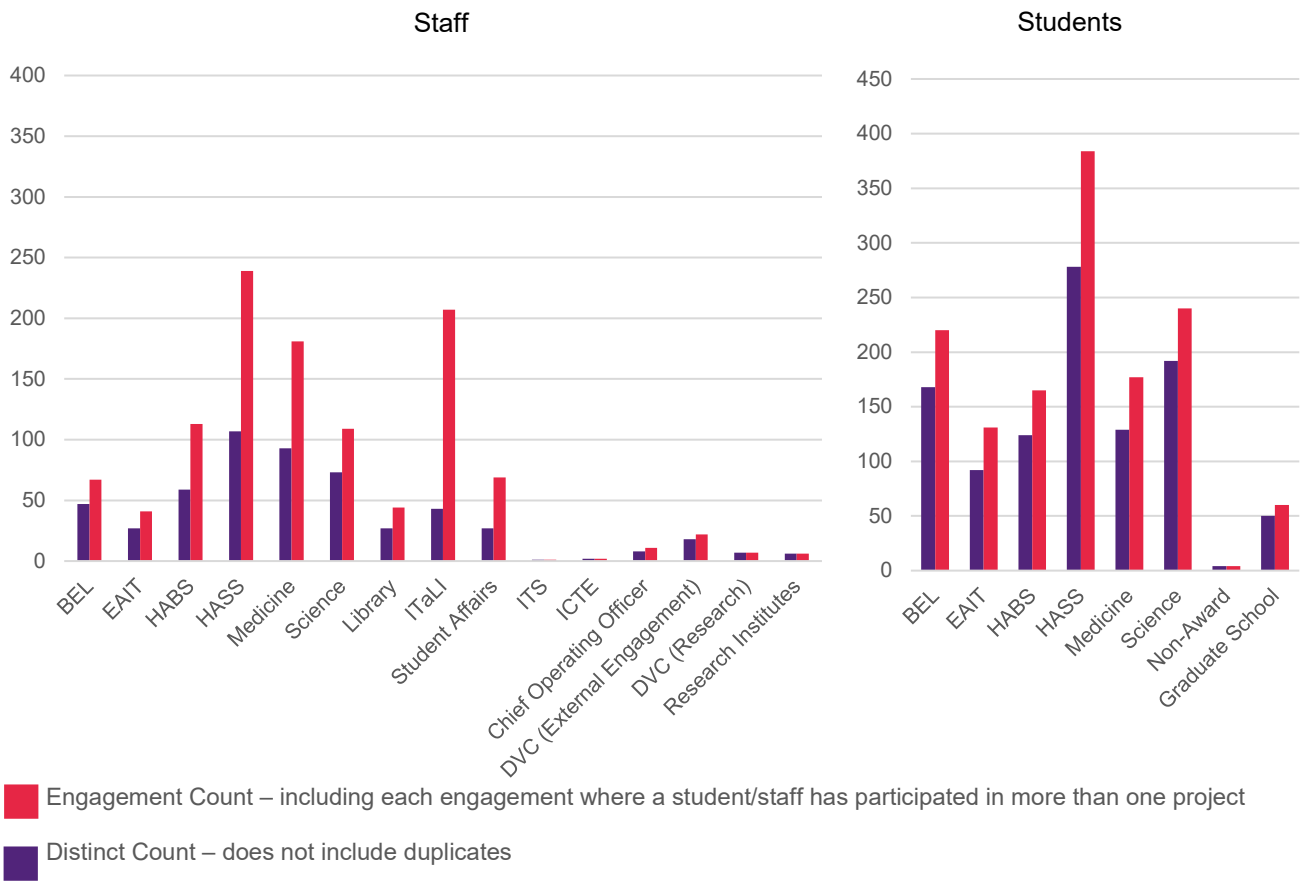
About the program

The SSP program was launched in 2018 and seeks to empower students and staff to collaborate as equal partners and mutual learners. This program facilitates opportunities to connect the diverse voices, skills and talents within the UQ community, and to enhance the University experience of both students and staff.

There are three streams of partnership projects: Governance and Strategy, Student Experience and Teaching and Learning. More information on these streams can be accessed via our website: https://employability.uq.edu.au/ssp-projects/submit-an-idea

As detailed in Figure 1, 545 distinct students and 930 distinct staff have engaged in the SSP Projects Program since its establishment in 2018. As illustrated below, student and staff partner participation in the program can be evidenced either by distinct counts (or unique) or the count of engagements (may have collaborated on more than one project).

Figure 1: Student and staff engagement in SSP Projects from 2018 – 2020



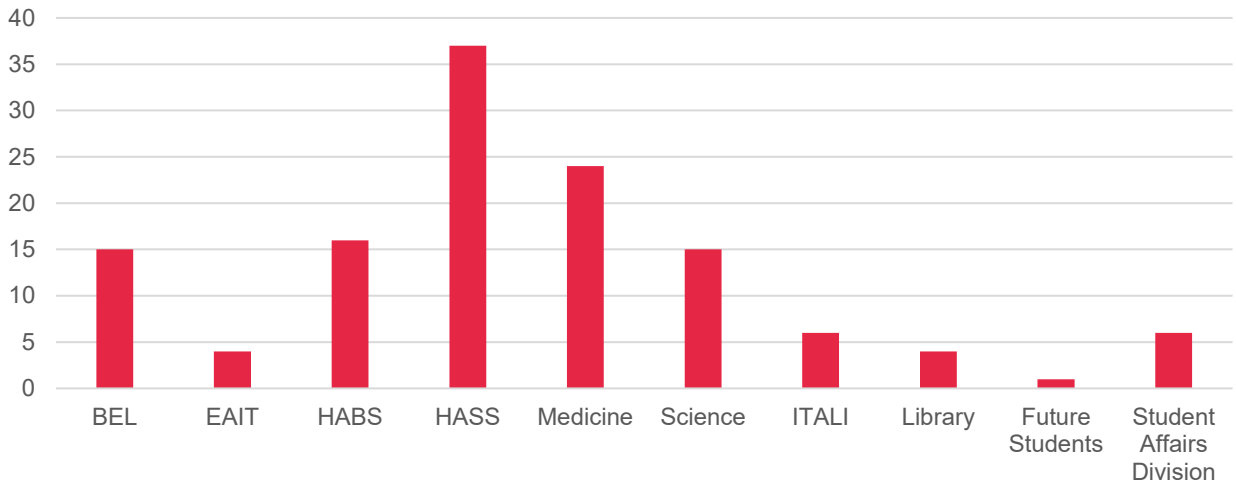
2020 University Student-Staff Partnership Projects

In 2020, there were four rounds facilitated for Student and Staff members to engage in SSP Projects. Students and staff were invited to submit project ideas, which were reviewed by a panel consisting of students and staff members of the SSP Projects Team to ensure that they aligned with the aims and purpose of the program.

Across the four rounds, the SSP Projects Team approved 128 projects, equating to 384 student and 320 staff partner engagements (211 Academic and 156 Professional). Of the 128 projects, three were in the Governance and Strategy Stream, 44 were in the Student Experience Stream and 81 were in the Teaching and Learning Stream. The projects came from a range of faculties and some central divisions/units, as seen in Figure 2.

Twenty-four projects were part of a Teaching and Innovation Grant Project, *Feedback and Assessment Network*. The Leadership team included Eimear Enright, Kelly Mathews, Jason Lodge, Caelen Rafferty and Ms Maggie Miller. These staff and students have not been included in the student and staff partner counts for the program as they were across all 24 projects.

Figure 2: Whole Program: Project Faculty/Divisions

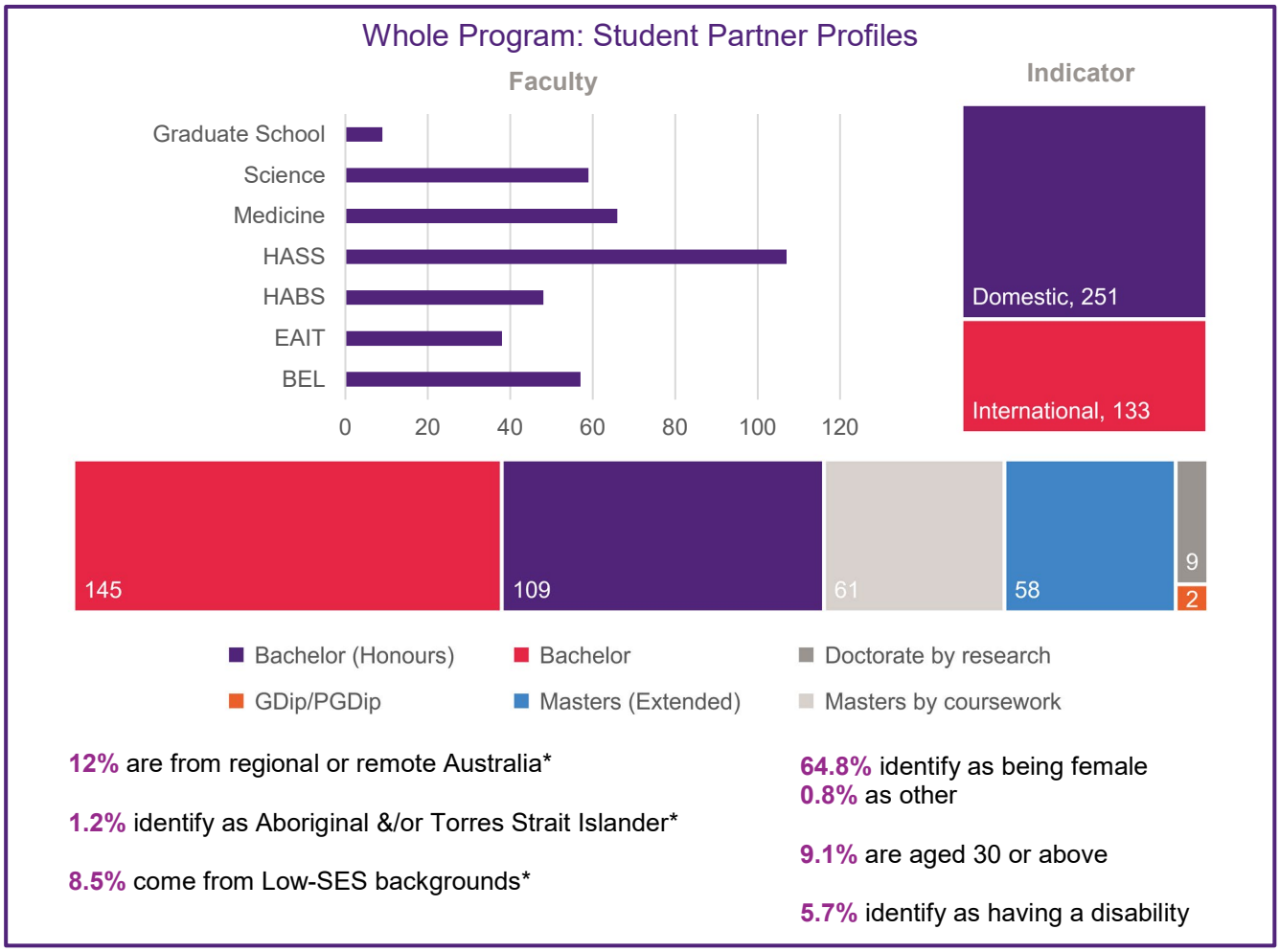


Who were our partners in 2020?

As illustrated in Figure 3, Student Partners came from a wide range of disciplines, with all Faculties represented. In particular, Student Partner engagements were most frequent within the HASS Faculty, primarily due to the number of projects related to HASS disciplines. This contrasted to the Staff Partner profiles, with most of the Staff Partners within the portfolio of the Deputy Vice-Chancellor (Academic), followed closely by the Faculty of Medicine.

Student Partners were primarily female (over 64%), with over 8% coming from low socio-economic backgrounds, over 1% identifying as Aboriginal and/or Torres Strait Islander, and over 5% identifying as having a disability.

Figure 3: Whole Program: Student and Staff Partner Engagement Profiles



12% are from regional or remote Australia*

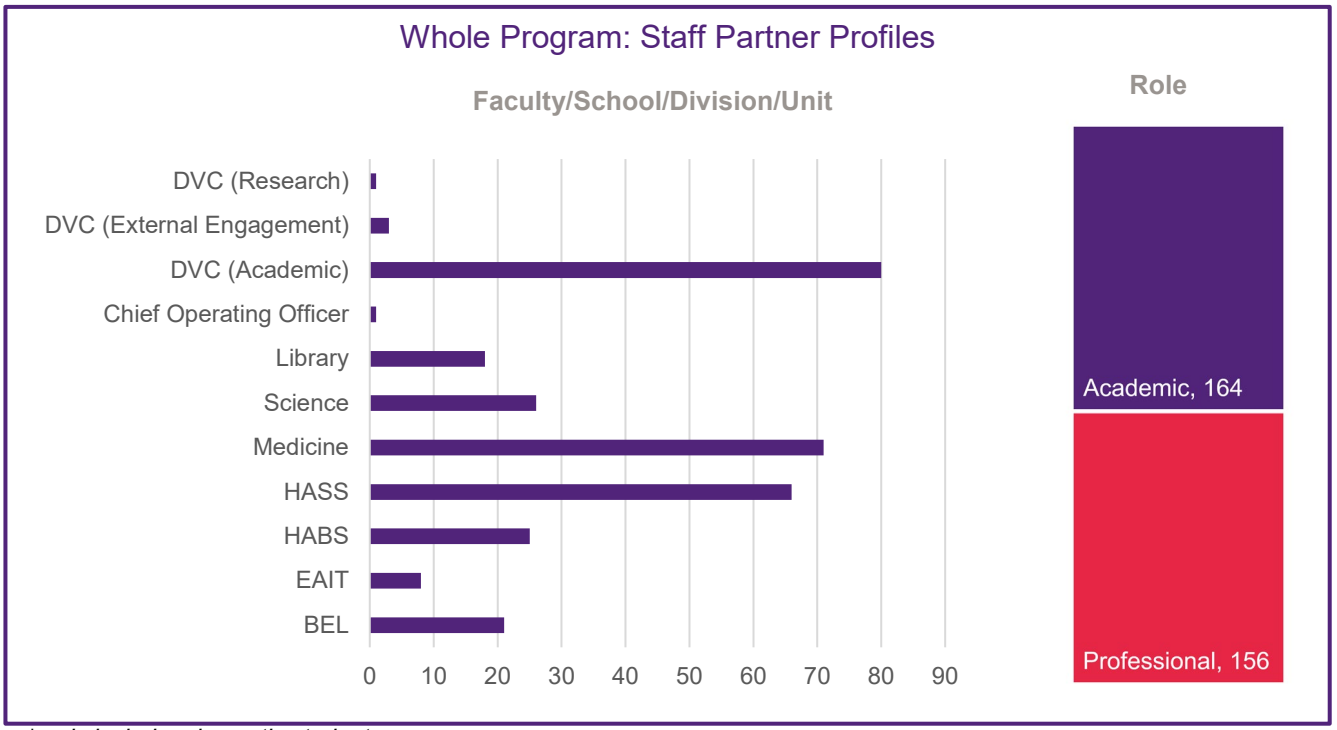
1.2% identify as Aboriginal &/or Torres Strait Islander*

8.5% come from Low-SES backgrounds*

64.8% identify as being female
0.8% as other

9.1% are aged 30 or above

5.7% identify as having a disability



** only includes domestic students*

How you can support this program

There are a range of ways in which you can support and champion the students and staff involved in this program, some examples include:

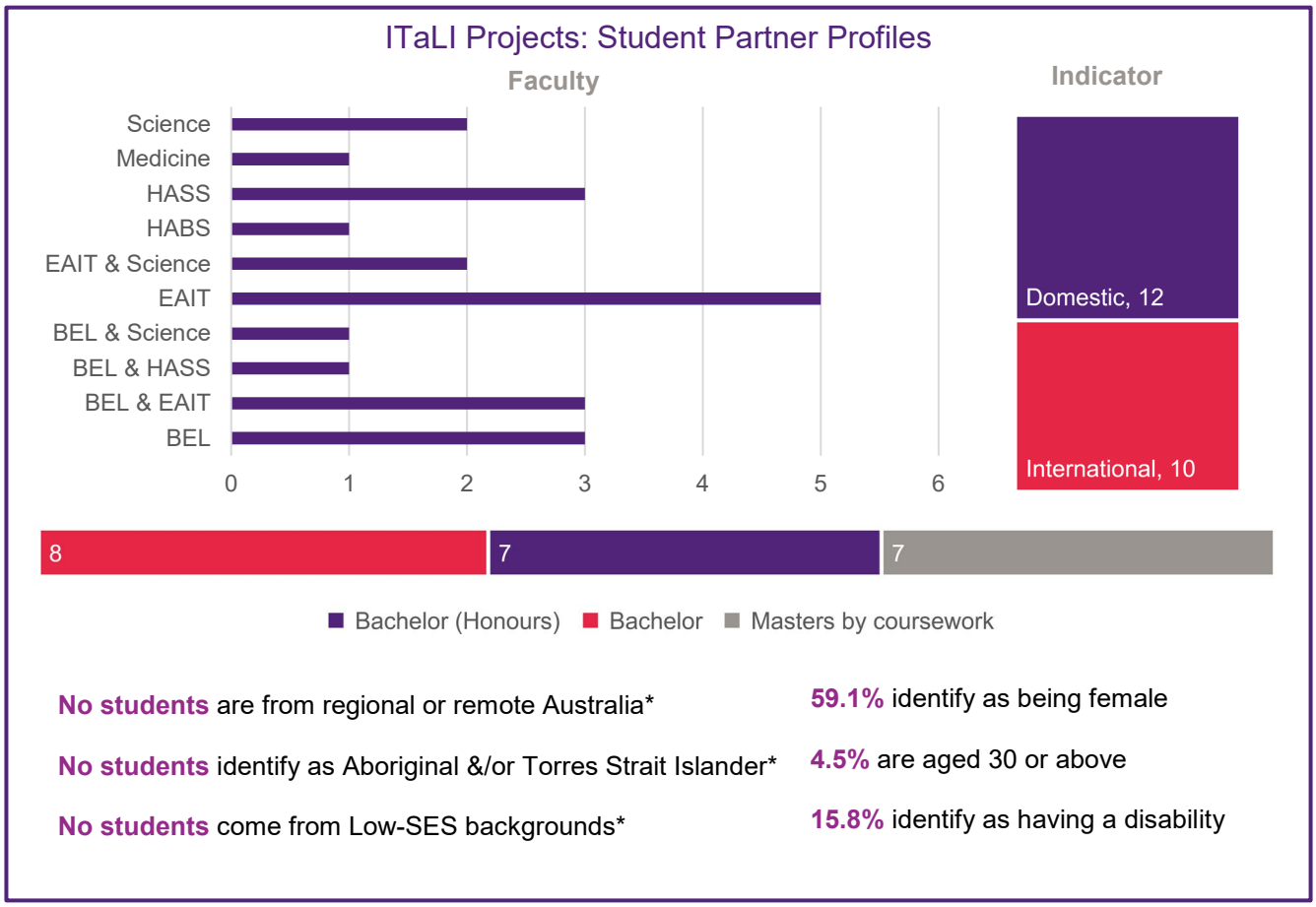
- Congratulate the staff and student partners within your Faculty/School for their innovative contributions (e.g. send an email to these students and staff members);
- Invite student or staff partners to present at School or Faculty meetings;
- Continue to infuse the values and ethos of partnership throughout all engagement with students (through showcasing mutual respect, bringing students along the journey in co-constructing knowledge, and through supporting student representatives);
- Submit SSP Project ideas for 2021 available here and encourage staff members from your Faculty/School/Unit to engage in partnership.

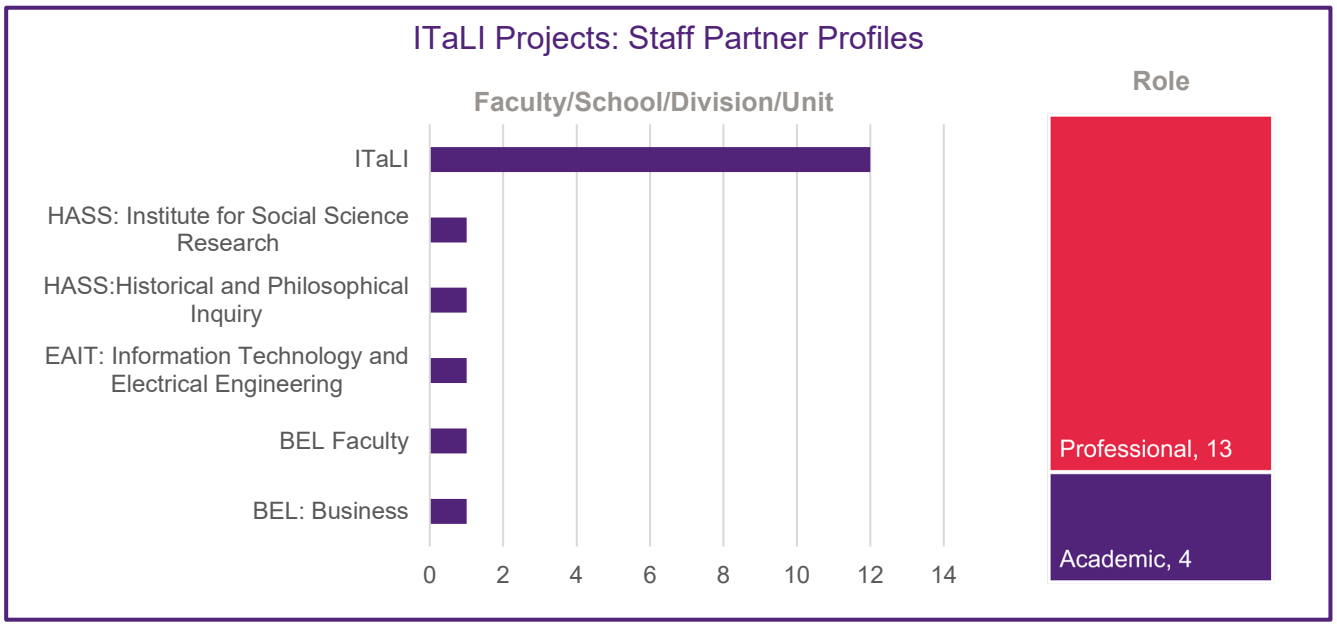
Institute of Teaching and Learning Innovation (ITaLI)

Overview of 2020: SSP Projects in ITaLI

In total, **6 SSP Projects based within ITaLI** were approved for 2020. This equated to 22 student and 17 staff partner engagements. For a breakdown of the student and staff partner demographics and profiles, please refer to Figure 4.

Figure 4: ITaLI Projects: Student and Staff Partner Profiles





** only includes domestic students*

These projects occurred from February 2020 onwards, with many amending their aims and objectives in light of the impacts of the global pandemic.

In response to the impact of engaging in partnership, a staff partner from ITaLI wrote:

> *The thing that I am most proud of, is that the whole team kept the focus on the high level goal of how to best support students through the change management process … [and] being flexible to change our approach in response to the change going on around us.*

A student partner commented:

> *Upon undertaking a student and staff partnership, I've learnt that the role is true to what its definition implies: a partnership. That is, it's a collaboration between the involved student and staff members of the project, where all members (students and staff) are at an equal level and have the same weighting over the collective outcomes of the project. This was critical for me to understand and contributed significantly to my positive experience in working in this role, as it allowed me to share my ideas, give inputs and voice opinions without holding back in fear of whether it will be perceived as significant or not.*

Brief descriptions of the 6 ITaLI SSP Projects, and staff involved, are shown in Table 1.

Table 1: 2020 ITaLI SSP Projects

Staff involved in project	Title of project	Aims	Deliverables	Number of student partners
Shari Bowker & Jessica Tsai	*Exploring UQ's ePortfolio system to showcase integrative learning and employability development*	The aim of this SSP Project was to increase awareness and exposure of the ePortfolio platform amongst students through developing exemplar ePortfolios.	The outcomes of this project included: • The development of exemplar ePortfolio's which showcase student achievement and enhanced employability • Identification of the barriers to creating an ePortfolio showcase, and recommendations to enhance the system	4
Jonathon Brazil & Hassan Khosravi	*Help UQ develop an exciting new study platform for students*	The Learning Analytics team at UQ's Institute of Teaching and Learning Innovation is developing a university wide study tool for students called RiPPLE (ripplelearning.org). The aim of this SSP Project was to develop an effective and likeable study tool for students and to increase the number of users of RiPPLE.	The outcomes of this project included: • The creation of a survey to understand how students study, what tools they use and what they like about these tools • Facilitating usability tests and focus groups of current users • Developed a range of recommendations to guide the development of this platform.	5
Henri Burgers, Deborah Brown, Angie Knaggs, Belinda Benes & Daniel Andrews	*UQ2U: Co-design of UQVC1000 (VC Flagship Course 1)*	The aim of this SSP Project was to draw upon the knowledge and expertise of students to co-design the Vice-Chancellors Flagship Course UQVC1000.	The outcomes of this project included: • Reviewed the course structure and provided recommendations to enhance the course	4

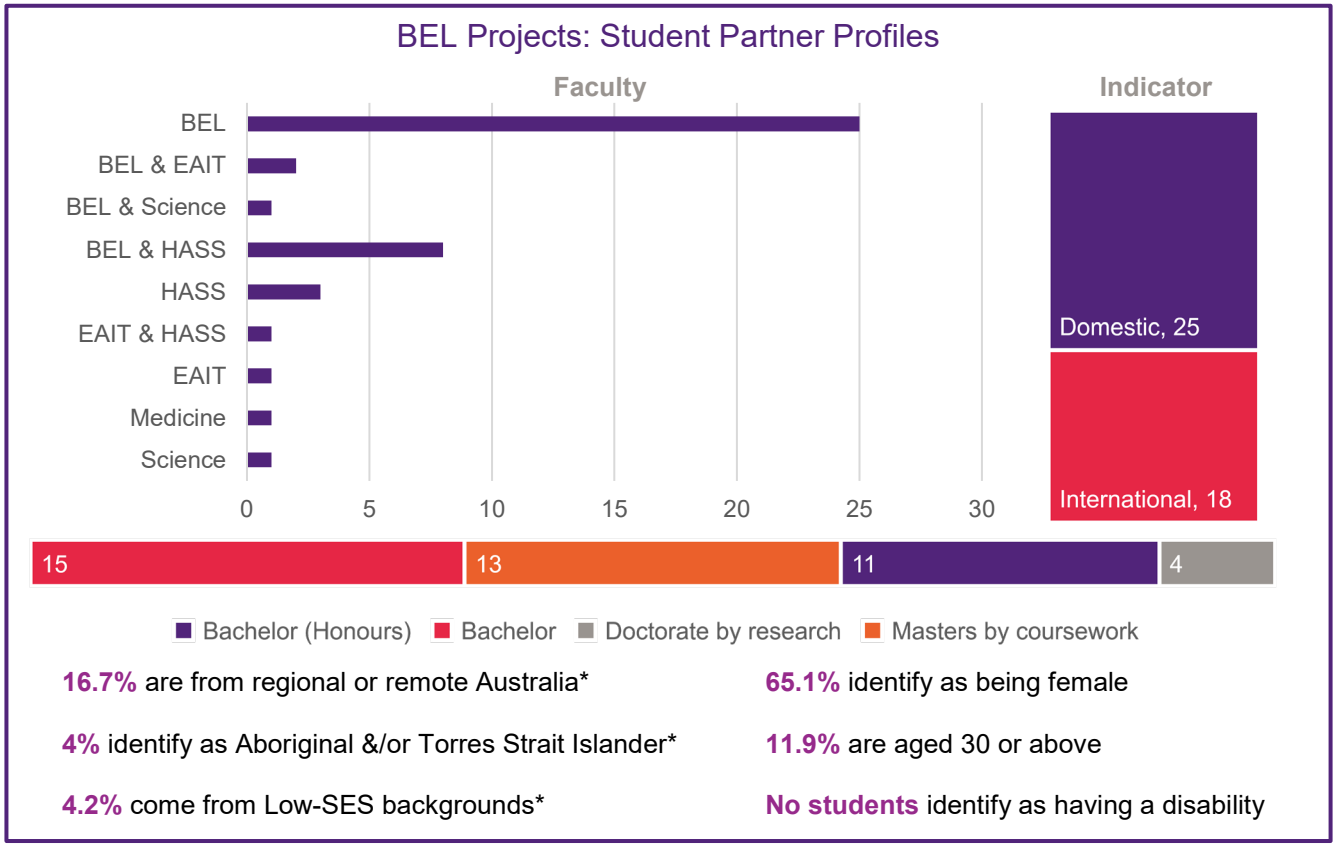
			• Created a series of podcasts (including assessment task) to complement the online materials	
Mark Moran, Rhiannon Maynes & Sandra Thwaites	*UQ2U - Co-design of the new flagship course UQVC2000 (Global Sustainable Development)*	The aim of this SSP Project was to draw upon the knowledge and expertise of students to co-design the Vice-Chancellors Flagship Course UQVC2000.	The outcomes of this project included: • Collating resources across the 17 SDGs • Collecting relevant tools for course assessment.	2
Rachel Scott & Sam McKenzie	*Enhancing the student experience through eAssessment: A Partnership to pilot and implement electronic assessment platforms*	The aim of this SSP Project was to develop and undertake student engagement that will inform the training and supports available for students to use the new UQ-wide eAssessment system.	The outcomes of this project included: • Developed support resources (including a video) • Undertook training with Inspera to ensure clarity around how the system works and how best to support students virtually • Created a 'demo' test for students within Inspera to introduce students to the platform.	2
Dhanya Venkatesh, Aneesha Bakharia & Solmaz Abdi	*Student Co-Design of Teacher Facing Analytics*	The aim of this SSP project was to provide student perceptions of data privacy and the ethics of student data use; and to provide feedback on the usefulness of Course Insights to support the student learning experience.	The outcomes of this project included: • The creation of a survey which seeks to gauge student awareness of Course Insights and their perceptions on data privacy and the ethics of student data use • The creation of a final report, consisting of recommendations, which was presented to the ITaLI team.	5

Faculty of Business, Economics and Law

Overview of 2020: SSP Projects in BEL

In total, **15 SSP Projects based within the BEL Faculty** were approved for 2020. This equated to 43 student and 37 staff partner engagements. For a breakdown of the student and staff partner demographics and profiles, please refer to Figure 5.

Figure 5: BEL Projects: Student and Staff Partner Profiles



16.7% are from regional or remote Australia*

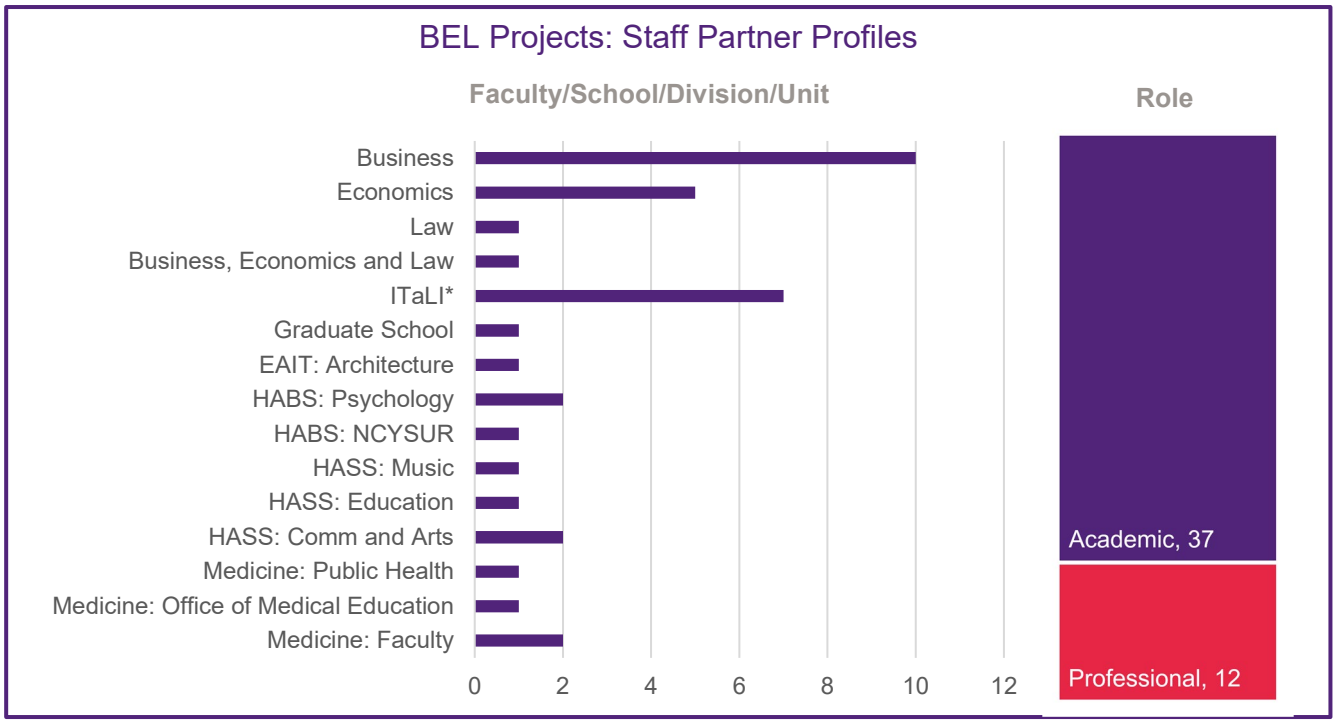
65.1% identify as being female

4% identify as Aboriginal &/or Torres Strait Islander*

11.9% are aged 30 or above

4.2% come from Low-SES backgrounds*

No students identify as having a disability



** only includes domestic students*
** ITaLI = Institute of Teaching and Learning Innovation*

These projects occurred from February 2020 onwards, with many amending their aims and objectives in light of the impacts of the global pandemic.

In response to the impact of engaging in partnership, a staff member from BEL wrote:

> *For me, it's always a privilege to work alongside students who provide a more insightful perspective of the student experience; as such, their voice was critical to this partnership's success… I was also pleased and impressed that our student partners were able to switch seamlessly into a virtual mode of working / sharing / collaborating (COVID-19); their flexibility and adaptability is to be commended.*

Brief descriptions of the 15 BEL SSP Projects, and staff involved, are shown in Table 2.

Table 2: 2020 BEL SSP Projects

Staff involved in project	Title of project	Aims	Deliverables	Number of student partners
Marissa Edwards, Belinda Bern, Nataya Branjerdporn, Annemaree Carroll, Stephanie MacMahon, Stacey Parker, Megan Steele, Tarli Young & Shahiq Rizvi	*Enhancing HDR Student Well-Being and Engagement*	This project aims to engage HDR students in partnership to investigate UQ HDR student well-being, engagement and research culture at UQ.	It is anticipated that the output of this SSP Project – a survey of HDR students – will deepen understanding of the HDR student experience at UQ. The findings will be used to inform targeted future initiatives with the UQ Graduate School, Student Services and other UQ stakeholders.	4
Sheranne Fairley, Karen Hughes, Bernadette Cochrane, Caroline Wilson-Barnao, Fred Fialho Leandro Alves Teixeira, Carrie Finn & Mary Broughton	*EventsPlus: Creating an online resource for students who stage events*	Many students around campus stage events either as part of their courses, and/or through extracurricular activities, often without the knowledge of event management. This SSP Project aims to adopt a multidisciplinary approach to co-creating suitable resources to aid students in managing and leading events.	This project will create and design online resources to better equip students for staging events. The team will co-create transdisciplinary knowledge and resources that can be used widely across campus by students from many disciplines. It is anticipated that the knowledge generated from this project will enhance what is taught in courses where students stage events (e.g. event management, tourism, music, drama, communications, architecture).	4
Cassandra France	*Developing marketing case studies*	In a 2019 SSP Project, the assessment plan for MKTG7501 was significantly adjusted to better focus on the course learning outcomes, and a new case study approach was suggested. The aim of this SSP Project is to devise a range of innovative and engaging	The outcomes of this SSP Project will include: the review of updated assessment guidelines which were progressed based on the findings of the previous SSP Project; a procedural protocol for identification of new cases; a list of future cases; and case overviews. The development of these case resources will enable a richer student	2

		case offerings for future iterations of the course to ensure that academic integrity is maintained.	assessment in upcoming semesters and complete the new assessment design project.	
Tony Madsen	*BEL Global Mates Events Pivot to Online*	With the impacts of the global pandemic affecting the delivery mode of the BEL Global Mates Program, an SSP Project has been created. The aim was to develop innovative strategies to engage students online and overseas, providing a sense of connectivity and community with their peers in Brisbane.	The outcomes of this SSP Project will include: enhancing engagement on the BGM social media platforms; increasing participation of overseas members; and designing and implementing a number of pilot virtual and hybrid events/activities (e.g. scribble, online study groups, online cooking classes) to foster a sense of community. Students developing connections and having a sense of community will prevent feelings of isolation and will help them handle the challenges and stresses associated with their first semester.	6
Bryan Morgan, Liam Stewart & Sandra Beach	*UQ2U - ECON1050 (Tools of Economic Analysis)*	This project aims to harness students' experiences, perspectives and expertise in partnership with staff, to review the current model of the ECON1050 course design and delivery.	This project seeks to: 1) Integrate student feedback to inform the design/redevelopment of the course as a part of the UQ2U program; 2) Identify difficult course concepts that resource development could be targeted towards enhancing future students' learning; 3) Identify existing resources that could be more effectively integrated into course material, and/or create additional resources to assist future students' learning.	4

Aliisa Mylonas & Jessica Leonard	*BEL Start-of-Year Orientation Reboot - Evaluation Framework*	The aim of this SSP Project was to evaluate the BEL start-of the semester orientation / induction. This included reviewing and expanding upon an existing evaluation framework (created via a previous SSP Project), collecting and analysing data, and providing recommendations on what could be improved for future BEL orientation and welcome sessions.	This project evaluated the BEL Faculty, Semester 1 orientation and devised a range of recommendations for future practice. This included: counting the number of students attending each session/activity; the collection of student feedback (verbal and written); online surveys; and feedback from the BEL Buddies.	4
Kate Power	*Co-creating better feedback and assessment in MGTS7610: Collaborating on a Teaching Innovation Grant*	Connected to a Teaching and Innovation Grant, this SSP Project aimed to enhance the feedback loop within MGTS7610 (Management Communication) to better understand the feedback that students receive on assessment tasks, and to see more clearly how to use that feedback to improve their performance in subsequent tasks.	The outcomes of this SSP project included: 1) Analysis of previous feedback and assessment processes, focusing on the common problems that students have had 2) Considering the specific exigencies of the new fully online teaching context, and its impact on assessment within the course 3) Designed and produced a series of video assets to support students attempting the new assessment tasks.	2
Josephine Previte, Rhiannon Maynes & Stephanie David	*UQ2U - Redesign of MKTG2501 (Consumer Behaviour)*	The aim of this SSP Project is to enhance the learning experience for students undertaking MKTG2501 from semester 1, 2021 onwards.	Outcomes of this SSP Project will include: 1) Identification of the most difficult concepts of the course and recommendation of improvements	4

			2) Development of case studies, including videos to support student learning.	
Josephine Previte, Rhiannon Maynes & Stephanie David	*Designing videography assessment resources to promote student learning outcomes in consumer behaviour*	This SSP Project aimed to design enhanced videography assessment resources for students undertaking the MKTG2501 course from semester 1, 2021.	The proposed outcomes of this SSP Project are: 1) Provide feedback on the existing materials related to assessment 2) Co-create videos to support students with assessment 3) Collaborating on "You can't ask that" ethical dilemma videos and podcasts.	3
KK Tang	*Re-re-imagining a large first year course after UQ2U*	This SSP Project aimed to further improve the assessment, content, and delivery of ECON1020 using feedback from students and staff that was collected in 2019.	The outcomes of this SSP Project included evaluating the feedback that had been received and examining how each of the components could be enhanced. These improvements included: Assessments (CML quizzes, Country Report, Exam), online materials (lectures and supporting materials), workshops and tutorials.	4
Ann Wallin	*Co-creating better feedback and assessment in RBUS2900: Collaborating on a Teaching Innovation Grant*	Connected to a Teaching and Innovation Grant, this SSP Project aimed to enhance feedback and assessment in RBUS2900.	The anticipated outcomes of this SSP Project include: a feedback map; pitching sessions for a major assignment; peer feedback on tutorial and case studies; and systematic observations of the interventions during semester. This project was withdrawn part way through due to the disruption stemming from COVID-19.	1

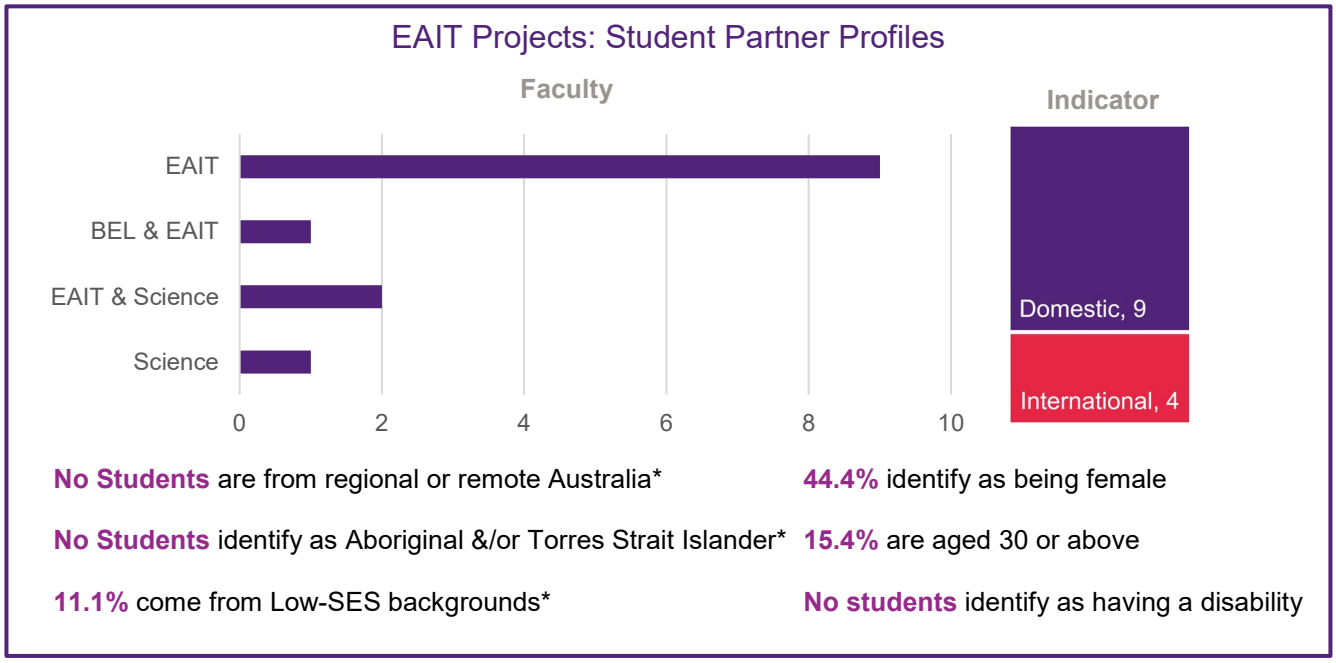
Axel Wieneke	*Co-creating better feedback and assessment in ECON2021: Collaborating on a Teaching Innovation Grant*	Connected to a Teaching and Innovation Grant, this SSP Project aimed to enhance feedback and assessment in ECON2021.	The anticipated outcomes of this SSP Project included: improve the mid-term exam with assessment(s) that are better suited for collaborative learning; and improve tutorial activities, assessment and feedback for ECON2021.	1
Axel Wieneke	*Co-creating better feedback and assessment in ECON2022: Collaborating on a Teaching Innovation Grant*	Connected to a Teaching and Innovation Grant, this SSP Project aimed to enhance feedback and assessment in ECON2022.	The anticipated outcomes of this SSP Project included: improve the mid-term exam with assessment(s) that are better suited for collaborative learning; and improve tutorial activities, assessment and feedback for ECON2022.	1
Axel Wieneke	*Co-creating better feedback and assessment in ECON2200: Collaborating on a Teaching Innovation Grant*	Connected to a Teaching and Innovation Grant, this SSP Project aimed to enhance feedback and assessment in ECON2200.	The anticipated outcomes of this SSP Project included: improve the mid-term exam with assessment(s) that are better suited for collaborative learning; and improve tutorial activities, assessment and feedback for ECON2200.	1
Russell Hinchy & Jacqui Lynagh	*Co-creating better feedback and assessment in LAWS1700: Collaborating on a Teaching Innovation Grant*	Connected to a Teaching and Innovation Grant, this SSP Project aims to enhance feedback and assessment in LAWS1700 by a dialogic feedback culture within the seminars, and placing a stronger focus on individual student and peer-led feedback processes.	The anticipated impacts of this partnership included: having a more 'feedback literate' student body, increasing the uptake of feedback provided, better engagement with feedback provided by students, decrease stress by reassuring students and creating a classroom culture of "it's ok to have a go". This project was withdrawn part way through due to the disruption stemming from COVID-19.	2

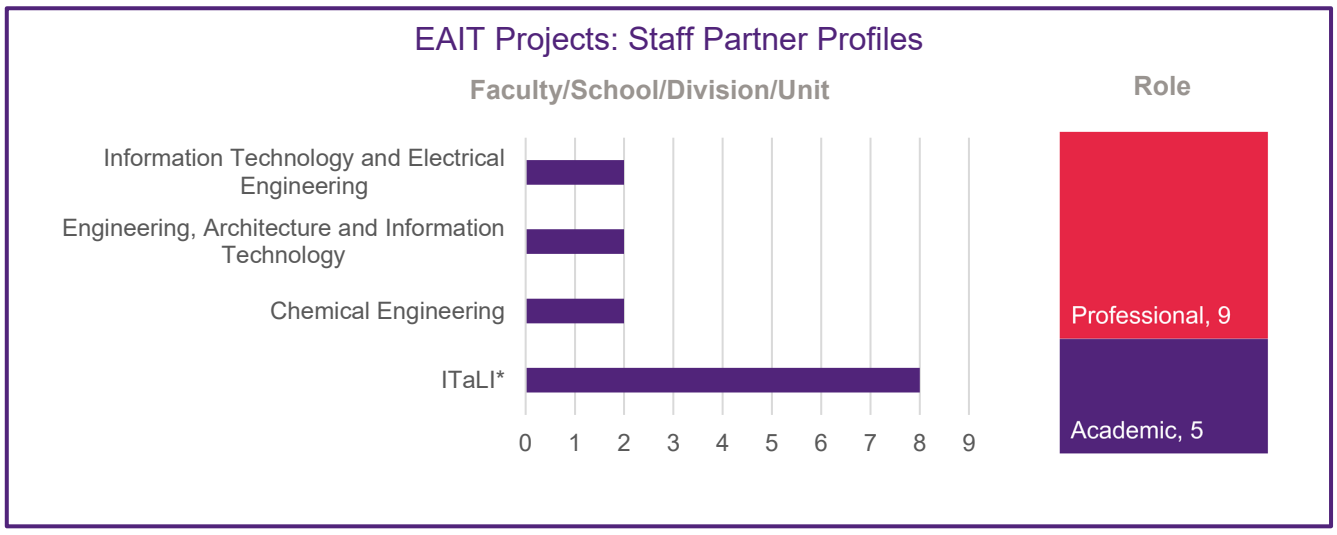
Faculty of Engineering, Architecture and Information Technology

Overview of 2020: SSP Projects in EAIT

In total, **4 SSP Projects based within the EAIT Faculty** were approved for 2020. This equated to 13 student and 14 staff partner engagements. For a breakdown of the student and staff partner demographics and profiles, please refer to Figure 6.

Figure 6: EAIT Projects: Student and Staff Partner Profiles





** only includes domestic students*
** ITaLI = Institute of Teaching and Learning Innovation*

These projects occurred from February 2020 onwards, with many amending their aims and objectives in light of the impacts of the global pandemic.

In response to the impact of engaging in partnership, a staff member from EAIT wrote:

> *I have been required to think deeply about the way that the course is presented and how it is viewed by those outside the discipline - and I am grateful for having worked with [the student partner] on this project…. Due to the COVID-19 restrictions we were unable to achieve many of the aims of the project - but it is a testament to the partnership that we were able to salvage the initial focus group and carry out the literature review whilst both adapting to a new and unfamiliar way of working.*

Brief descriptions of the 4 EAIT SSP Projects, and staff involved, are shown in Table 3.

Table 3: 2020 EAIT SSP Projects

Staff involved in project	Title of project	Aims	Deliverables	Number of student partners
Greg Birkett, Belinda Benes & Sandra Thwaites	*UQ2U - ENGG4900 (Professional Practice and the Business Environment)*	This project aims to harness students' experiences, perspectives and expertise in partnership with staff, to review the current model of course design and delivery for ENGG4900. This project will thus seek and integrate student feedback to inform the design and redevelopment of ENGG4900 as part of the UQ2U program.	The anticipated outcomes of this project include: 1) Identify difficult aspects of the course content. 2) Identify existing resources which could be more effectively integrated into ENGG4900 delivery, and/or co- create additional resources to assist future students' learning. 3) Investigate methods that help facilitate effective teamwork. 4) Facilitate student-led focus groups with past students.	3
Greg Birkett, Angela Bushell, Stephen Hall, Belinda Benes, & Daniel Andrews	*UQ2U - ENGG1100 (Engineering Design)*	This project aims to harness students' experiences, perspectives and expertise in partnership with staff, to review the current model of course design and delivery for ENGG1100. This project will thus seek to integrate student feedback to inform the design and redevelopment of ENGG1100 as part of the UQ2U program.	The anticipated outcomes of this project include: 1) Identify difficult aspects of the course content. 2) Identify existing resources which could be more effectively integrated into ENGG1100 delivery, and/or co-create additional resources to assist future students' learning.	5

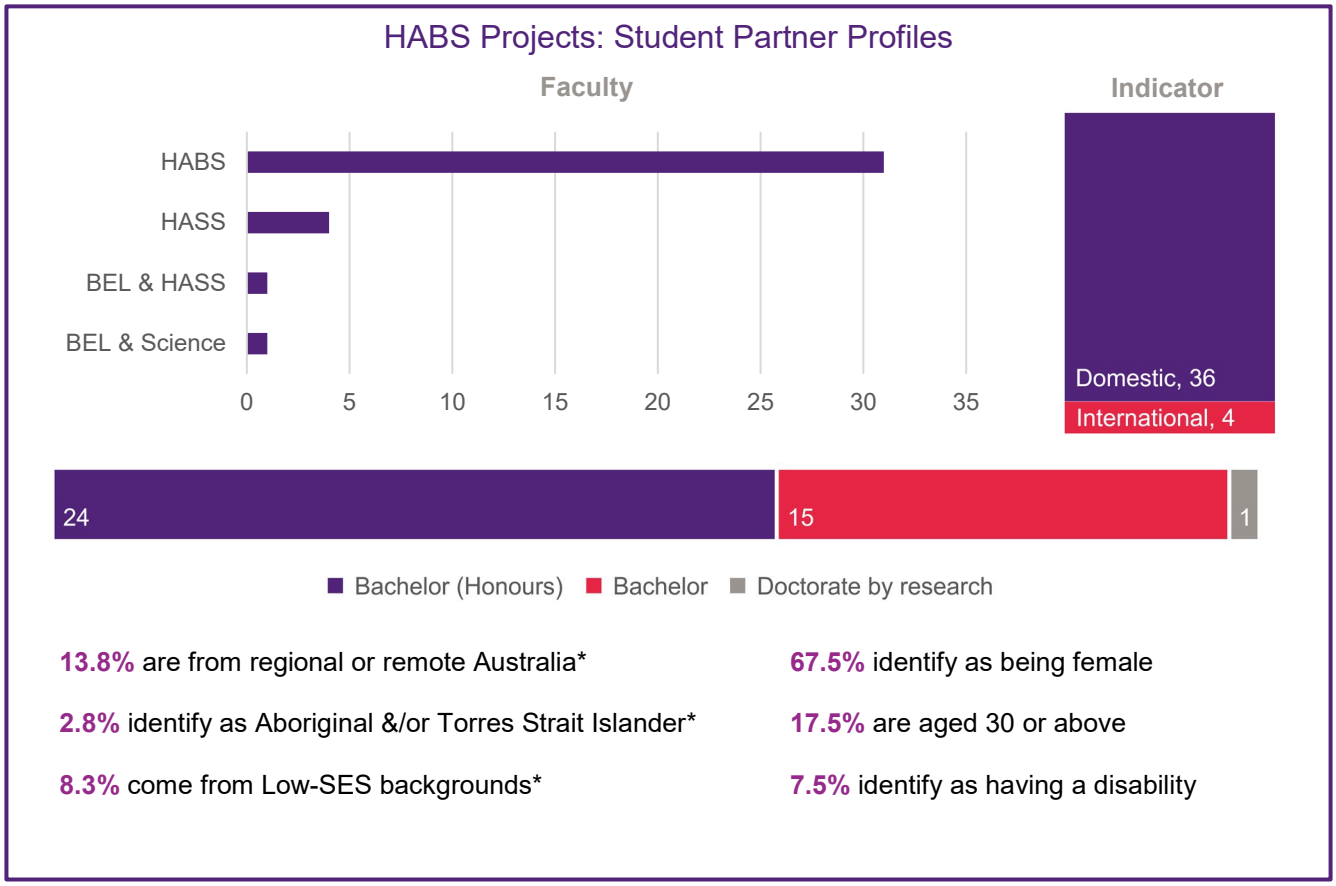
Hassan Khosravi & Rhiannon Maynes	*UQ2U - Redesign of INFS1200 (Introduction to Information Systems)*	This SSP Project sought to enhance the learning experience for students undertaking the INFS1200 course from Semester 2, 2020 onwards, as part of the UQ2U program.	This project identified difficult course content and developed resources and alternative teaching methods to support student learning.	4
Lorna Macdonald	*Co-creating better feedback and assessment in DECO3850: Collaborating on a Teaching Innovation Grant*	Connected to a Teaching and Innovation Grant, this SSP project aimed to review the assessment of the design process in DECO3850/7385 (*Physical Computing* and *Interaction Design Studio* respectively).	The outcomes of this SSP Project included: 1) Gaining students' understandings of the "design process" and developing a shared language that enables better signposting for students 2) Developed criteria that encourages a focus on the design process, rather than design artefacts 3) Facilitated a student focus group 4) Conducted a literature review of theory and approaches to assessment in studio-based classes.	1

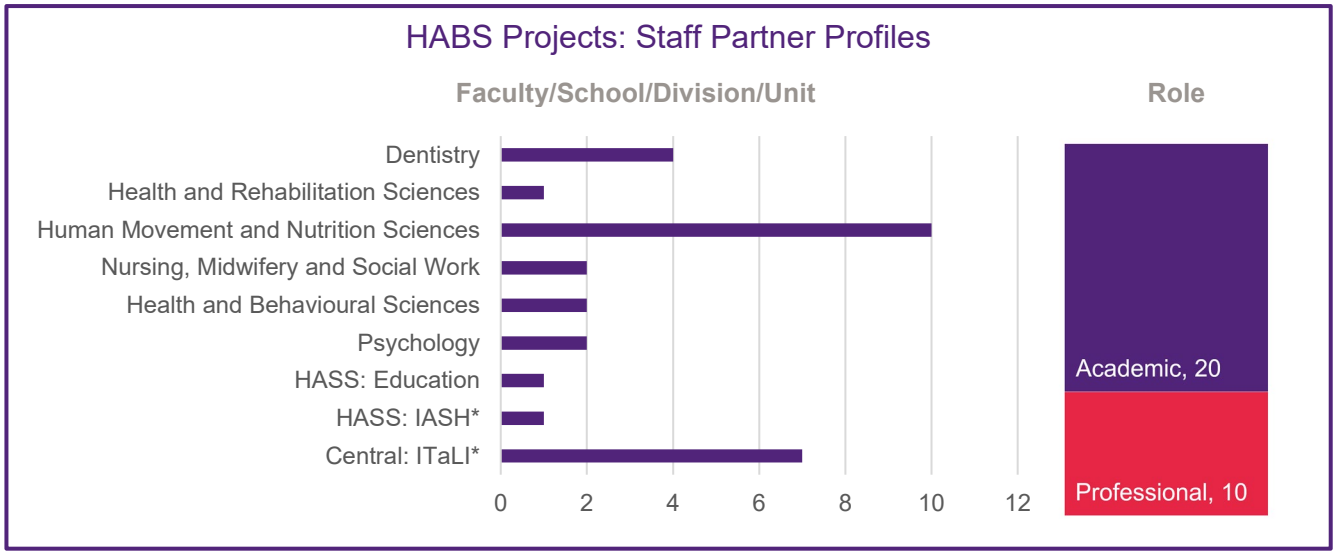
Faculty of Health and Behavioural Sciences

Overview of 2020: SSP Projects in HABS

In total, **16 SSP Projects based within the HABS Faculty** were approved for 2020. This equated to 40 student and 30 staff partner engagements. For a breakdown of the student and staff partner demographics and profiles, please refer to Figure 7.

Figure 7: HABS Projects: Student and Staff Partner Profiles





** only includes domestic students*
** ITaLI = Institute of Teaching and Learning Innovation*
** IASH = Institute for Advanced Studies in the Humanities*

These projects occurred from February 2020 onwards, with many amending their aims and objectives in light of the impacts of the global pandemic.

In response to the impact of engaging in partnership, a staff member from HABS wrote:

> *This project was a fantastic opportunity to work with students to gain an understanding of how assessment is viewed and tasks are interpreted by students. It was great to also understand how much value is placed on feedback as I feel there is often an assumption made that it is not valued at all.*

A student partner noted in their retrospective report:

> *The SSP project has broadened my understandings of collaborative practice. It was interesting to see the roles that each member adopted and I personally enjoyed relinquishing my natural tendency to lead. Reflecting on this led me to begin researching leadership styles and I've gained insight into my own professional practice style and personal traits. I'm excited to continue exploring growth mindset, mentoring theories and positive culture in healthcare. I've also gained a greater awareness of the value my life experience brings to a team and feel a greater sense of confidence and positivity towards my future career. I will continue to seek opportunities to work with people from various disciplines and different experience levels as I see great value in diversity.*

Brief descriptions of the 16 HABS SSP Projects, and staff involved, are shown in Table 4.

Table 4: 2020 HABS SSP Projects

Staff involved in project	Title of project	Aims	Deliverables	Number of student partners
Fiona Barlow, Belinda Benes, Jo Wernyjowska & Stephanie David	*UQ2U - Redesign of COMU1030 (Communication Skills: Spoken Language & Interpersonal)*	Following the feedback and concerns of students and teaching staff, this project aimed to re-write and re-design COMU1030 to ensure that the material was more engaging, challenging, relevant, and exciting.	The outcomes of this project included: 1. The development of a YouTube video series 2. The development of course content (including on statistical analyses) 3. Co-facilitation of important bridging material, for example a session on how to write professional emails.	4
Tim Carroll, Liam Stewart, & Stephanie David	*UQ2U - BIOL1900 (Biophysical Development, Measurement and Assessment)*	This project aims to harness students' experiences, perspectives and expertise in partnership with staff, to review the current model of course design and delivery, as part of a broader UQ2U program.	The proposed outcomes of this project include: 1) Integrate student feedback to inform the design / redevelopment of the course 2) Identify difficult concepts of the course content that resource development could be targeted toward to enhance future students' learning; 3) Identify existing resources that could be more effectively integrated into course material.	4

Ellen Dyke & Katie Martell	*Co-creating better feedback and assessment in NURS2102: Collaborating on a Teaching Innovation Grant*	Connected to a Teaching and Innovation Grant, this SSP Project aimed to examine and improve the clarity of the task information presented to students in NURS2102 and to improve the moderation and feedback process with course staff.	The outcomes of this project included: 1. The creation of videos 2. The development of a structured feedback form to provide assessors with a more consistent approach to giving targeted feedback to students 3. The development of clearer task sheets 4. The piloting of Q&A sessions in which students could raise concerns or queries in relation to their assessment.	2
Michael Gard	*Co-creating better feedback and assessment in SOCY2280: Collaborating on a Teaching Innovation Grant*	Connected to a Teaching and Innovation Grant, this SSP Project aims to improve assessment and feedback in SOCY2280.	In this project students and staff engaged in a meaningful dialogue, sharing their experiences of feedback, assessment and the course.	1
Phillip Grove, Belinda Benes & Nina Bianco	*UQ2U - PSYC1040 (Psychological Research Methodology I)*	This project aims to harness students' experiences, perspectives and expertise in partnership with staff, to review the current model of course design and delivery, as part of a broader UQ2U program.	The proposed outcomes of this project include: 1) Identify difficult content within PSYC1040 2) Develop resources or alternative teaching methods to teach difficult concepts; 3) Develop support resources for students on adjusting to	4

			university life and good practice study techniques.	
Shelley Keating	*Students as course co-designers: The design and development of a new clinical course in the Bachelor of Clinical Exercise Physiology*	EXMD4743 is a new course within the Bachelor of Clinical Exercise Physiology that develops theoretical, practical and applied knowledge for exercise testing and prescription for populations with metabolic and kidney disease. In order to facilitate active learning and strengthen the breadth and depth of case-based learning and interprofessional experience (IPE) activities, this SSP project will engage with Student Partners as course co-designers. The aim is to exchange ideas and experiences and collaborate on the design, content and structure of the new course.	This outcomes of this SSP Project included: 1) The creation and dissemination of a survey 2) Mapping assessment and learning activities to Exercise and Sports Science Australia accreditation criteria 3) The creation of templates and tools for lecture content development 4) Reviewing and revising the course outline document	3
Norman Ng	*HLTH1000 v.4.0 Students creating student resources for succeeding in group assessments*	Anecdotal data suggests that most students struggle with group assessments during their studies. This is certainly the case in HLTH1000. While there are university resources and processes within HLTH1000 that help to inform and support effective teamwork, students still face communication challenges, lack of team leadership and interpersonal conflict. The aim of this project was to co-develop resources to support students in group assessment tasks.	This SSP Project involved the co-creation of an online Team Survival Guide resource to develop teamwork skills. This resource included: a Team Charter and Checklist, Strengths, Weaknesses and Team Values, Conflict Resolution, Midway Peer Feedback Tool, Meeting Summaries and findings from the student survey. This survival guide has been implemented in HLTH1000 in Semester 2, 2020.	4
Norman Ng	*HLTH1000 v.4.0 Evaluation of a team survival guide*	The aim of this SSP Project is to evaluate the team survival guide that was created as part of a Semester 1, 2020 SSP. The	The proposed outputs stemming from this SSP Project will include:	4

	and online interprofessional learning	project will provide valuable feedback towards improving the team survival guide for future iterations. The project will also inform the development and implementation of the Interprofessional and Collaborative Practice (IPCP) curriculum across the HABS faculty. In particular, it ensures that online interprofessional learning experiences are able to cater to the needs and preferences of students and to be able to engage students from all backgrounds.	1) A formalised evaluation strategy for the HLTH1000 course (including the research protocol, project materials, survey and interview schedules) 2) The authoring of an evaluation report (including recommendations) 3) Co-presenting a virtual workshop at the 2020 SSP Showcase.	
Leigh Sperka	*TIG Student Pedagogical Consultants for a Changing 2nd Year Course*	Connected to a Teaching and Innovation Grant, this SSP Project aimed to evaluate the outcomes of a prior SSP, and further refine the learning approaches in EDUC3008.	The outcomes of this project included: 1) Generating data about student experiences in EDUC3008 2) In line with the data, adjusting the course so that it was addressing student learning needs and interests 3) Commencing work on a reflective paper about working in partnership 4) Improving feedback and assessment practices.	2
Liz Springfield	*Co-creating better feedback and assessment in OCTY1203: Collaborating on a*	Connected to a Teaching and Innovation Grant, this SSP Project aims to improve assessment and feedback in OCTY1203. Specifically, this project aimed to:	The proposed outcomes of this SSP Project include: 1) Creation and dissemination of a survey of OCTY2104 students	1

	Teaching Innovation Grant	• Provide opportunities for authentic assessment and increase formative feedback • Reduce the time taken to deliver feedback on quizzes and provide more focused feedback • Assist students to engage with, and apply, feedback.	2) Facilitation of a workshop lesson and simulation 3) Focus group feedback of students prior to undertaking OCTY1203. This project was withdrawn part way through due to the disruption stemming from COVID-19.	
Paul Treschman & Eimear Enright	*Co-creating curriculum, pedagogy and assessment with students in higher education – EDUC3702*	Connected to a Teaching and Innovation Grant, this SSP Project aimed to improve assessment and feedback in EDUC3702. The overarching aim of this project was to enable students and teachers to effectively communicate assessment and feedback processes to enhance clarity and challenge students' learning. More specifically, the team wanted to enhance the assessment items in ways that contributed to deepening student learning.	The outcomes of this project included: 1) Developed example excerpts within the lecture slides to demonstrate what 'success' looks like 2) Revised criteria sheets to ensure alignment between task requirements and lecture/tutorial content 3) Revised workbook questions and created more opportunities for students to personalise their responses in relation to their prior experiences of PA, sport and their individual and collective learning	2
Peta Winters-Chang	*Co-creating better feedback and assessment in MIDW1101: Collaborating on a*	Connected to a Teaching and Innovation Grant, this SSP Project aimed to refine and enhance student engagement in assessment tasks of MIDW1101.	The outcomes of this SSP Project included: 1) Editing the assessment task sheet to make it clearer and more concise	2

	Teaching Innovation Grant		2) Implementing a drafting process for the first piece of assessment to allow for feedback to be utilised by the students in a more effective manner 3) Revising the Interactive Based Learning workshop to dedicate time towards explaining the assessment task and answering student queries 4) Creating and disseminating a student survey to evaluate the impact of these changes.	
Sobia Zafar & Emma Bartle	*Improving the Dentistry Peer-to-Peer Mentoring Program*	The Dentistry Peer-to-Peer Mentoring Program was developed to assist first years in their transition to studying dentistry at UQ. This SSP Project aimed to: 1) Investigate the current expectations of participants in the mentoring program 2) Review the literature on best practice for mentoring programs 3) Identify the desired outcomes for mentors and mentees and implement improvements.	The outcomes of this SSP Project included: 1) The development of recommendations for the future administration of the Dentistry Peer-to-Peer Mentoring Program 2) The creation of additional resources to support mentors and mentees.	2
Rebecca Olive, Paige Donaghy & Stephen Townsend	*Co-creating better feedback and assessment in HIST3003: Collaborating on a*	Connected to a Teaching and Innovation Grant, this SSP Project aims to improve feedback and assessment in HIST3003 seminars, specifically in regards to the group presentation task. This project aims	The proposed outcomes of this SSP Project include developing strategies for transforming the participation assessment into a peer-review model template. These will be informed by	2

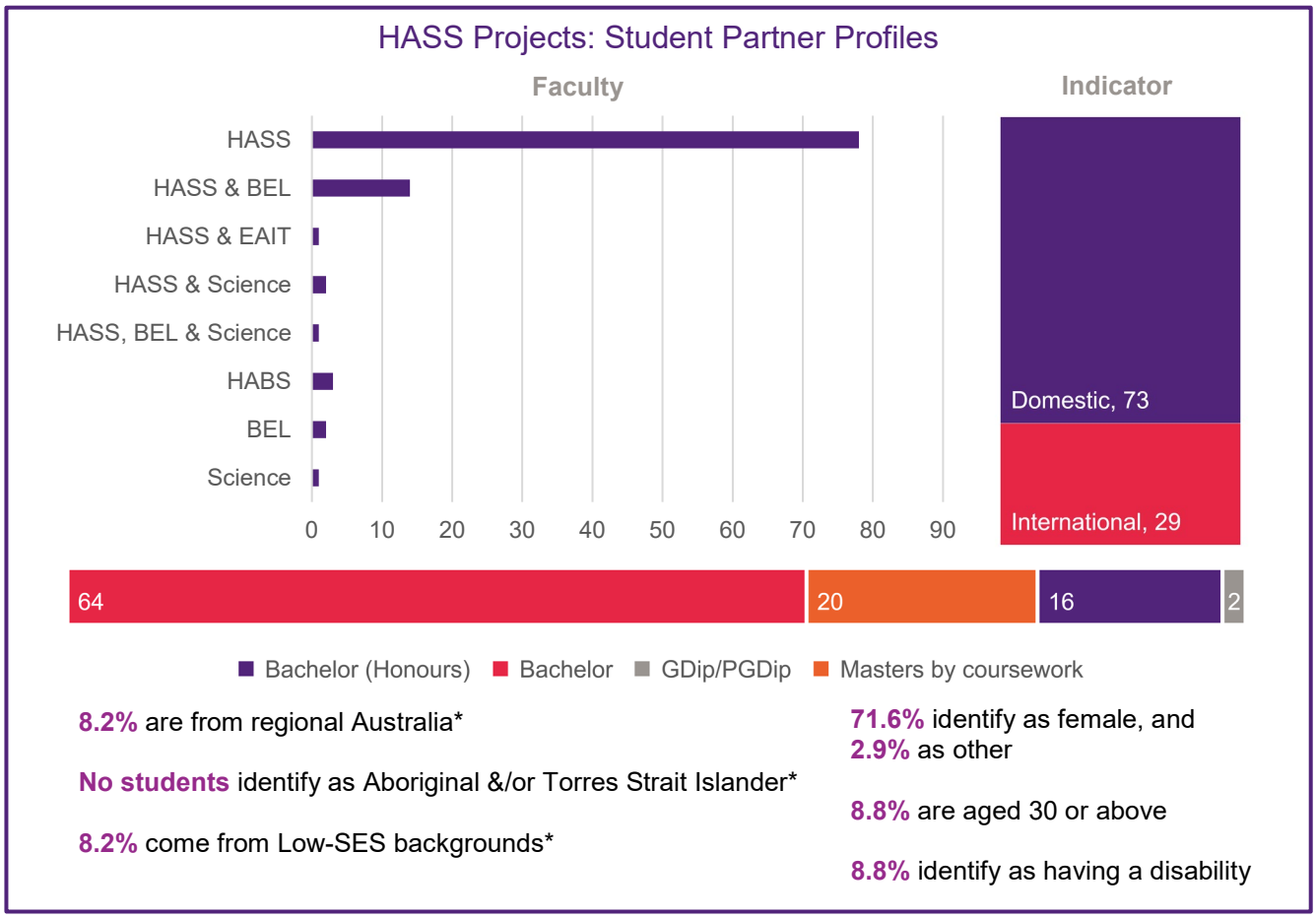
	Teaching Innovation Grant	to enhance collaboration and engagement with this task by reconstituting the 'presentation' task as a 'workshop' and also by implementing a peer-review model.	observations of group presentations and field notes. This project was withdrawn part way through due to the disruption stemming from COVID-19.	
Anna Hogan	*Co-creating better feedback and assessment in EDUC3250: Collaborating on a Teaching Innovation Grant*	Connected to a Teaching and Innovation Grant, this SSP Project aims to improve feedback and assessment in EDUC3250. Specific focus is placed on improving clarity within assessment for students to reduce their anxiety around the tasks, improve student outcomes and increase 'teachable moments' towards professional practice. Feedback practices will also be reworked to become more iterative and applicable to the process of the task towards the outcome.	The proposed methods and outcomes of this SSP Project included: • Creation of feedback survey questions and focus groups • Comparative analysis to previous year data • Analysis of data to inform assessment and feedback structure This project was withdrawn part way through due to the disruption stemming from COVID-19.	1
Sandra March & Sowmya Shetty	*Co-creating better feedback and assessment in DENT1050: Collaborating on a Teaching Innovation Grant*	Connected to a Teaching and Innovation Grant, this SSP Project aimed to encourage and provide Year 1 students with several opportunities to practice self-reflection and incorporate formative supervisor feedback throughout the semester and within the assessment task, into improving performance in a summative clinical performance task.	The proposed methods and outcomes of this SSP Project included: • Opportunity for self-reflection during weekly peer clinic tasks • New assessment strategy • Incentivize students to engage meaningfully with supervisor feedback and demonstrate self-reflection. This project was withdrawn part way through due to the disruption stemming from COVID-19.	2

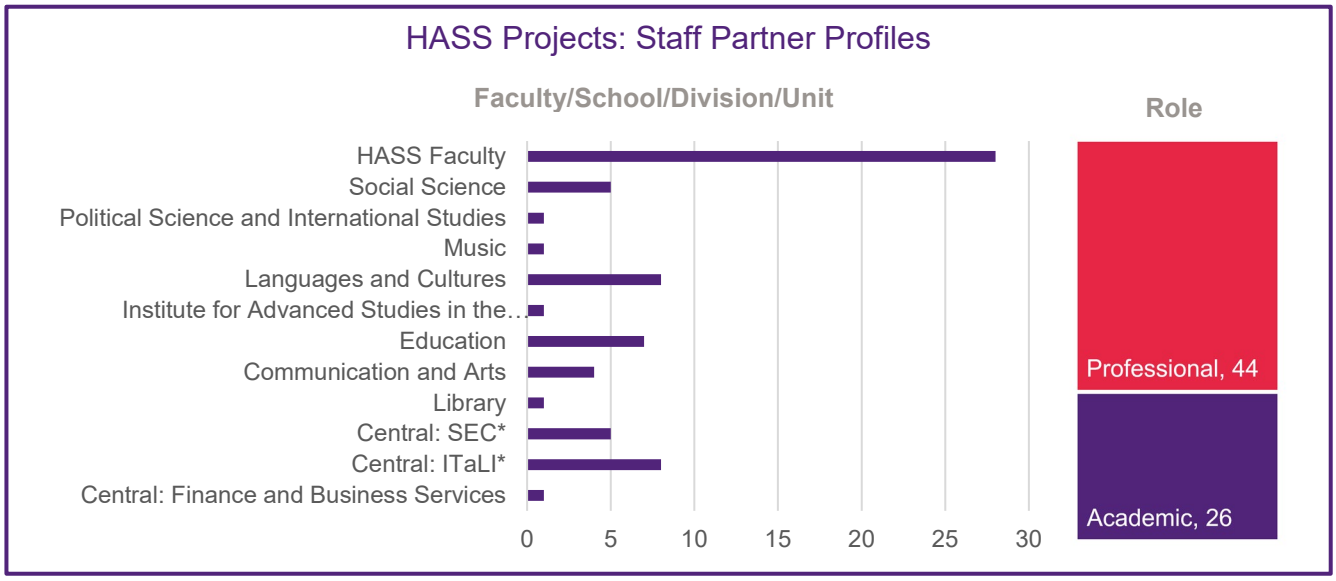
Faculty of Humanities and Social Sciences

Overview of 2020: SSP Projects in HASS

In total, **37 SSP Projects based within the HASS Faculty** were approved in 2020. This equated to 102 student and 70 staff partner engagements. For a breakdown of the student and staff partner demographics and profiles, please refer to Figure 8.

Figure 8: HASS Projects: Student and Staff Partner Profiles





** only includes domestic students*
** ITaLI = Institute of Teaching and Learning Innovation*
** SEC = Student Employability Centre*

These projects occurred from February 2020 onwards, with many amending their aims and objectives in light of the impacts of the global pandemic.

In response to the impact of engaging in partnership, a student partner from HASS wrote:

> *This partnership further demonstrated the benefit of dismantling power relationships between staff and students. Collaboration between staff and students is very valuable as it enables a multitude of perspectives to be revealed and thus creates a better product.*

A staff partner noted:

> *The students were also extremely helpful providing input about ongoing PA2 decisions and design, as too often staff make assumptions about how students will interpret information, and the clarity of the information.*

Brief descriptions of the 37 HASS SSP Projects, and staff involved, are shown in Table 5.

Table 5: 2020 HASS SSP Projects

Staff involved in project	Title of project	Aims	Deliverables	Number of student partners engaged in project
Julie Ballantyne	*"Launching" into the profession: Reconceptualising music education in a post-COVID-19 age*	EDUC4645 is a final year music education curriculum course. With changes in the teaching team and learning style (due to the impacts of COVID-19), this SSP Project aimed to involve students in the co-creation of activities that seek to prepare students for their prospective roles as educators. This included identifying suitable guest speakers and topics and evaluating current students' experiences with the course.	The proposed outcomes of this SSP Project include: 1) Develop recommendations and begin restructuring the course for future iterations 2) Developing and organising learning activities 3) Evaluating student perceptions of content / facilitation.	3
Sarah Bennett	*CCJS Magazine*	This SSP Project aimed to amplify the UQ Criminology and Criminal Justice student voice in partnership with staff and industry. Specifically, this project set the foundations for a UQ Criminology and Criminal Justice Society Magazine (UQCCJS Magazine).	The outcome of this project was the creation of a Magazine Development Plan which will detail the framework of the UQCCJS Magazine. This plan includes elements such as: mission statement and values; aims of the Magazine; organisational structure; sponsorship and funding model; and the publication platform.	3
Jimi Bursaw	*Building Digital Community in HASS*	Building Digital Community in HASS is a project that involves management of the @uqhasslife Instagram page, which aims to distribute engaging and informative content to a large student. With the	The outcomes of this project led to the @uqhasslife social media growing by almost 200 students. A new initiative was also piloted to connect students with their student reps and to raise	3

		disruption stemming from COVID-19, it became apparent that the Instagram page was a vital source of information to the HASS student cohort. The revised aim of this project then became to keep students connected to the faculty and up to date with changes resulting from COVID-19, and to introduce students to their representatives.	awareness of the rep roles within the HASS community.	
Jimi Bursaw	*How2HASS: A YouTube Channel for helping students navigate their degree.*	This project aimed to help students navigate their university life by producing informative content that deals with crucial topics ranging from academic and administrative matters to general students' tips.	The outcomes of this project included: 1) Identifying topics that would be useful for students in transitioning to university life 2) Creation of videos on topics such as: how to go to your class; how to get to UQ; activities to do during isolation; how to change your program.	3
Jimi Bursaw	*HASS Videolife - navigating HASS studies in a new mix-mode reality*	The project aimed to help students navigate their university life by producing informative content that deals with crucial topics surrounding students' life matters. The project hopes to enable domestic and international students to smoothly adapt to university life and give them easier access to information.	This SSP Project aims to develop a series of videos to help HASS students navigate university life, as well as appealing to prospective students and prompting on a culture of inclusion.	3
Jimi Bursaw & Yvonne Oberhollenzer	*Supporting Student Reps in HASS*	This project aimed to build on the HASS Representative Community of Practice (CoP) established in 2019 to encourage and facilitate communication, collaboration and discussion amongst HASS student	The outcomes of this project included: • Organise regular meet-up's with student reps and utilising platforms such as Slack,	1

		reps. The aim was to empower student representatives to institute effective change within their relevant faculty/school/discipline and to contribute to institutionalising student representation within the HASS faculty.	Facebook and Instagram to streamline communications • Flip the HASS Rep Community of Practice meetings to online • The creation of a HASS student rep website which included the profiles and contact details of the reps.	
Jimi Bursaw & Yvonne Oberhollenzer	*Supporting the HASS Student Representative Community of Practice*	This project aimed to improve the current – and future – community of practice for the HASS student representative team. The successful completion of this project will have a profound impact on the broader student experience through the improvement of student outreach capabilities and increased visibility of student representatives within the wider university community. Increased engagement with student representatives ensures better outcomes for students and easy access to important data for academic staff.	This SSP Project aimed to achieve three core objectives to enhance the student representative experience: • Develop and establish improved infrastructure for student reps within the HASS Faculty • Establish improved allyship between student representatives and academic staff, to assist in productivity and more streamlined communication • Establish several “staple” calendar events for student representatives in future years (e.g. Student Advisory Panels, UQ Open Days and Market Days etc.).	2
Jimi Bursaw	*Virtual and Online Community Building in HASS*	This SSP Project aimed to create more spaces and ways in which students can engage with, shape, and pervade the digital and online experience outside the	The proposed outcomes of this project include:	3

		classroom at HASS. This will include increasing volunteer engagement in HASS.	• An increased following and reach on social media • Nurturing a more engaged volunteer team to better facilitate content creation • Regular Instagram content and campaigns.	
Jessica Chassange, Jimi Bursaw & Laura Rouse	*How to Design Your Bachelor Program: Supporting Undergraduate Students Navigate Program Structure Changes in 2021*	This project's aim was to respond to the problem of communicating program structure changes clearly and efficiently to students and supporting them through these transitions. It has been made clear that program restructures are complex and confusing for students who are already part of their way through their degree. Articulating these changes in a clear, effective and reassuring way is extremely important for enhancing the student experience and assisting staff with the overloading of inquiries.	The outcomes of this SSP Project included: • Researching suitable methods of communicating complex transition processes or information • An evaluation of some of the most effective and ineffective methods of communication • Recommendations for the development of an interactive tool that acts as a planner and helps students to navigate through their restructured programs.	4
Jessica Chassange, Laura Rouse & Shirley Moran	*How to HASS Transition Communication Strategy for HASS UG Students for 2021: Online Resources to Navigate Program*	This project aims to support students studying in the School of Social Sciences through providing clear information regarding program changes. As part of this process, the team will develop a communication strategy through direct engagement with students. This will be facilitated through online surveys with the information being advertised and collected	The proposed outcomes of this SSP Project include: • The co-creation of user-friendly and readily accessible templates for transition and completion planners that can be used for HASS	4

	Structure Changes in 2021	via HASS Faculty-affiliated social media platforms and communication channels.	undergraduates for 2021 enrolments and beyond • The creation of templates that are simplistic, digestible and easy for students to understand and implement in their enrolment planning processes • The development of an improved communication strategy and materials that: succinctly advises students of the changes to their programs; advertises in an engaging manner the resources that are available; and encourages undergraduates to use these materials.	
Angela Cook, Franciele Spinelli & Sophie Plunkett	*Long-term sustainability of LTCS3002 Translating and Interpreting Studies: Ensuring an authentic WIL experience in external / flexible mode*	LTCS3002 is a valuable course for students studying language and translation, especially, as it is the only course in the School of Languages and Cultures that has a Work-Integrated Learning (WIL) component. With the impacts of the global pandemic on placements, this SSP Project seeks to address the following questions / challenges: • How can students have a valuable WIL experience externally? • How can the course delivery and WIL be improved to enhance	The proposed outcomes of this SSP Project include: 1) The development of a Padlet for future out-of-class interactions 2) The development of an AusLit website that provides students with Translating and Interpreting related articles 3) The creation of three 'flipped classroom' modules to provide students with more engaging,	4

		students' learning (given the shift to online learning)? • How can the new industry project be improved?	flexible and interactive pre-class activities 4) The creation of videos of former students' perspectives and recording interviews with T&I professionals 5) Hosting regular catch-up sessions for students during WIL.	
Elizabeth Edwards	*An electronic portfolio for assessment of professional practice skills in school guidance, counselling and careers*	Students undertaking the MEdStudies (Guidance, Counselling & Careers) at UQ who wish to work as a school guidance officer must undertake EDUC7011 or EDUC7012 (year-long) practicum courses and complete 200 hours in a suitable placement. There are numerous competencies for the students to demonstrate while on placement and currently each activity needs to be uploaded to Blackboard by the student, for assessment, and sign-off, by the Course Coordinator and/or tutors. Consequently, a large amount of paperwork is constantly moving between student-supervisor-student-course staff. This SSP Project aims to evaluate the key requirements for the EDUC7011 and EDUC7012 courses and propose recommendations to streamline this process.	This SSP Project seeks to conduct an evaluation of the requirements for the EDUC7011 and EDUC7012 courses and propose recommendations for future course design and portfolio presentation. The anticipated outputs of this project include: the creation of a new course outline for future iterations of the course; an electronic portfolio for students undertaking practicum courses; an updated course handbook; and/or published journal articles and presentations.	2
Chris Frost	*Let's get together: Co-created Guides for*	This project aims to identify the ways in which HASS students work in a group	The anticipated output of this partnership is to co-create a group work guide with a main focus towards	4

	Effective Group Work Practice in HASS	environment, and enhance these collaborative capabilities of students.	improving the student experience of group work in HASS-based subjects. The guide may include sections such as: responsibilities, group expectations, time management, organisation and conflict management. This resource will be suggested as a new resource for the UQ Library, accessible to all UQ students and staff.	
Jackie Fuller	*HASS Connect Mentoring Program*	It is well reported that HASS students often feel uncertain about what career options are available to them after graduation. The HASS Connect Mentoring program seeks to address this challenge by connecting HASS students with HASS alumni and professionals from many diverse careers. Mentoring partners work together to set study and career goals, increase confidence in identifying career options and practice networking skills. The aims of this SSP Project were to: • Increase connections between HASS students and industry professionals • Utilise a blended learning approach, combining online and in-person workshops to increase active learning • Increase the diversity and inclusion amongst program participants	The outcomes and achievements of this SSP Project included: • Opening up the program to postgraduate students and interstate and international alumni • Facilitated the largest cohort with 124 student applications and 94 mentees participating in the program • Facilitated online workshops on professional branding and networking • The creation of a LinkedIn group to facilitate online networking with program participants.	1

		• Increase program participants' confidence in professional networking.		
Jackie Fuller	*HASS Connect Mentoring Program – Phase One*	The aims of this SSP Project were to: • Increase connections between HASS students and industry professionals • Utilise a blended learning approach, combining online and in-person workshops to increase active learning • Increase the diversity and inclusion amongst program participants • Increase program participants' confidence in professional networking.	The outcomes and achievements of this SSP Project included: • Opening up the program to postgraduate students and interstate and international alumni • Facilitated the largest cohort with 124 student applications and 94 mentees participating in the program • Facilitated online workshops on professional branding and networking • The creation of a LinkedIn group to facilitate online networking with program participants.	1
Jackie Fuller	*Implementing the HASS Career Mentoring Program*	The aims for this SSP Project were to: • Build awareness of how to make more connections, both with students and industry professionals • Improve the online module (both in content and aesthetics) • Create resources for beginner mentors	The proposed outcomes of this SSP Project include: • Develop a program that allows HASS Faculty students to build and nurture connections with industry • Create and disseminate a pre and post survey to measure if students have increased their professional connections	2

		• Design more inclusive and engaging activities for the online workshops.	• Facilitate two online workshops and two online networking events • Develop a resource for beginner mentors.	
Ben Graham	*HASS Crew Volunteers*	This SSP Project aimed to facilitate the creation of meaningful relationships within the HASS volunteer community.	The outcomes of this project included: • Facilitating an initial induction for volunteers which addressed what the volunteers hoped to achieve out of their involvement in the program and setting goals • Organising and facilitating the HASS Orientation sessions • Facilitating online zoom catch-up sessions to keep the volunteer community active and connected.	2
Ben Graham	*HASS Volunteer Coordinator*	The aim of this SSP Project was to facilitate the creation of meaningful relationships within the HASS volunteer community and to address the difficulties of fostering a lasting connection between peers taking part in co-curricular activities.	The outcomes of this SSP Project included: • Facilitating the Volunteer Induction, HASS Trivia Event and zoom catch-up sessions • Supporting Orientation Day activities • Facilitating the online HASS volunteer celebration.	2

Ben Graham & Camille Westerman	*HASS Leadership Program*	The HASS Leadership Program aims to develop current HASS students' leadership capability and employability through a student-designed program offering theoretical and practical experiences. It seeks to develop a broader culture of leadership amongst student participants, such that they feel empowered to get involved in HASS events and engage in leadership opportunities throughout their studies. This SSP Project aimed to: foster student leadership skills; facilitate meaningful and long-term peer-to-peer interaction; and to empower students to impact the HASS community.	The outcomes of this SSP project included: • Creation of nine student-facing activities • Facilitation of workshops (including one on Servant Leadership) • Redesigning the program (including the workshop templates) based on previous feedback • Facilitating a design-jam workshop with 10 students which involved the creation of 80 ideas (including the HASS Kitchen event and first-year SWOTVAC survival guide)	2
Ben Graham & Camille Westerman	*HASS Leadership Program Coordinator*	The aim of this SSP Project was to build on previous program implementation phases and further develop the HASS Faculty Leadership Program to students with an opportunity to gain extracurricular experiences to enhance employability, build and sustain a group of student leaders to drive HASS events, and contribute to increasing sense of belonging in the faculty.	The proposed outcomes of this project include: • Provide recommendations for the future design and facilitation of the HASS Leadership program through evaluating student feedback • The project team co-developed and implemented a suite of workshops (Induction, Idea Generation, Pitch, Pitch Event, Leadership Theory, Debrief, and Feedback Session) and helped students	2

			to create 5 projects that they led and implemented (online and on-campus).	
Ben Graham & Jimi Bursaw	*The Do-Over: Supporting COVID-19 Interrupted 2020 1st years 2021*	This SSP Project aimed to revitalise the first-year experience, especially those finding difficulties with online learning and the reduced connection from the COVID pandemic. The objective was to enhance students' sense of belonging to the UQ community by reorienting their engagement to the campus lifestyle. With many students struggling to complete their course, this project aims to support students facing difficulties in making friendships and other social, academic and professional concerns.	Based on focus group discussions, interviews and previous findings, this project aimed to propose future interventions to construct a better experience, especially for first-year students to value the experience of returning to Uni. While online delivery is an alternative, the project aimed to regain their sense of community engagement, overcoming the seclusion from online learning, and reinforcing a positive perception of the University Experience. This facilitates the students' sense of identity and belonging.	2
Eve Haddow & Claire Bishop	*Putting the Social in Social Science: Creating Our Online Community*	This project aimed to address disengagement between students and the School of Social Sciences through the creation of online engagement tools. It is anticipated that through this creation of an online community, student engagement and wellbeing will be improved, and provide a valuable network whereby students can seek support during the semester.	The proposed outcomes of this SSP Project include: • Undertaking research (e.g. via surveys) on the social media channels that work best for students, including the types of content that they would find useful and beneficial • The creation of social media platforms which will facilitate engagement between students and the school • The development of a landing page, which will become a	4

			central hub for students to access suitable resources • Developing a social media plan and policy to ensure the legacy of this project • Facilitating a range of creative events such as a virtual morning tea • Suggestions for future SSP Projects which may be of interest/use for students and staff within the School.	
Eve Haddow & Lynda Cheshire	*GLAM Futures: Redesigning the Master of Museum Studies program*	This SSP project is designed to enhance teaching and learning – and by extension, the student experience – for the Master of Museum Studies (MMS) at UQ. The project adds value to the work of a Master of Museum Studies Working Party which is tasked with implementing the recommendations from an Academic Program Review of the MMS in 2019. One of the recommendations, and Terms of Reference for the Working Party, is to identify strategies for developing a cohort experience for MMS students in line with the UQ Student Strategy, as a potential means of reducing attrition from the program and create a sense of belonging and identity for domestic and international students.	The proposed outcomes of this SSP Project include: • The creation of a roadmap for future action by staff and students in the MMS program, including recommendations for potential events, approaches, and implementation strategies • A space on social media for cohort engagement, with a legacy plan to encourage and enable its continuation beyond the scope of the current cohort. • The design of an end of year launch event to create visibility for the outcomes of this SSP project and foster interest in	4

			taking the roadmap forward for future cohorts. • Presentation to the Museum Studies APR working party.	
Rebecca Hurst, Yvonne Oberhollenzer & Julie Duck	*Enhancing the Student Voice within the Bachelor of Arts (BA) External Review*	This SSP Project aimed to ensure that students' needs, interests and perspectives were front and centre in informing the strategic approach of the future of the BA.	This SSP Project involved the co-creation of a report structure for the BA submission; undertaking four online focus groups and creating an online survey for student feedback; analysing and writing submission sections relevant to the BA student experience.	1
Anna Johnston & Jennifer Clement	*Enhancing the First Year Student Experience in English Literature*	This SSP Project aimed to: enhance the first year student experience within the English Literature majors; and to bridge student perspectives and rich data to better understand Literature students' choices throughout their entire degree, i.e. course and major choices.	The proposed outcomes of this SSP Project include: • Opening up communication channels through establishing a new student-led Facebook group and developing communicating with UQ Literature alumni • Planning and hosting an event around the value of literature, humanities and the BA • Gathering data about student pathways through facilitating a survey of 2nd, 3rd and 4th year Literature students.	4
Locky Kaye	*HASS Career Resources*	The aims of this SSP Project are to: • Create discipline-specific career resources that assist HASS	The outputs of this Project include: • Research into career pathways that cover four different HASS Disciplines	2

		students to identify potential career paths • Increase the reach of these resources by targeted promotion It is likely that this project will have a meaningful and positive impact on the broader student experience, specifically by reducing students' anxiety about their futures and careers after completing their HASS degrees.	• Two websites that present the career research in accessible ways • Collateral to promote the career resources to increase student traffic to the site	
Locky Kaye	*HASS Employability Workshops*	The aim of this SSP Project was to address the challenge HASS students face in identifying potential career paths related to their major/discipline. In doing so, this project aimed to create a resource (transferrable to other disciplines within HASS) that demonstrates to history students potential career pathways after graduation based upon the individual's skills and interests.	The outputs of this SSP Project included: • A research piece into the learning outcomes and aligned graduate attributes of the electronic course profiles of UQ history courses • Research into where HaPI graduates are now and the typical career pathways of history students • Research into the job listings suitable for arts and humanities graduates • The development of a draft infographic and website plan.	1
Sanako Mitsugi, Rika Kusunoki & Franciele Spinelli	*Exploring Japanese in situations: Increasing proficiency by interactive contents*	JAPN3002 is a core course within the Japanese major, which seeks to build students functional proficiency. Despite its importance, the course had been given limited opportunities and resources for development, prompting the need for a	The outcomes of this SSP Project included: • Co-creating learning modules for five chapters	2

		reinvigoration of the course. This SSP Project aimed to draw upon the ideas, perspectives and reflective comments of students in reshaping this course.	• Developing learning materials, utilising Articulate Rise, to facilitate students' engagement within the course • Co-creating task-based instructions.	
Valeria Sinkeviciute & Michael Atherinos	*Broadening your horizons with COMU1002: Create your own blended learning*	This SSP Project aimed to involve students in the creation of online video guide resources to enable students to more deeply engage with the core concepts of the course.	The outcomes of this SSP Project included: • The creation of introductory videos about the relevance of the course to different disciplines • The creation of a podcast series which discusses the key concepts in real-life situations • Collated a range of new resources (real-life examples) for face-to-face sessions • Collated a range of literature to enhance online learning, including 'test yourself' questions.	4
Valeria Sinkeviciute, Michael Atherinos, Jo Wernyjowska & Ari Afflekt	*UQ2U - Redesign of COMU1002 (Crossing Bridges: Communicating between Cultures)*	As part of a broader UQ2U project, this SSP Project aimed to incorporate student voices into the redesign of COMU1002.	The outcomes of this SSP Project included: • The creation of short videos for the course • Collecting a range of useful articles for COMU1002 students	5

			• Recorded podcast versions of a Roundtable chat.	
Garth Stahl, Gayle Crooks, Katie Makar, Simone Smala & Susan Creagh	*Developing the data literacy of pre-service teachers through the co-construction of resources*	The aims of this SSP Project are to improve data literacy across UQ's pre-service teacher program in order to better prepare pre-service teachers to meet the professional teaching standards.	This SSP Project had two main outcomes: • The outline for a web-page that will be hosted on the School of Education page. The webpage was designed to both provide pre-service teachers with an understanding of what data literacy looks like in the classroom and provide a resource for teachers to better understand how to include data literacy in pre-service teacher education. • A brief presentation at the staff retreat (11 Nov 2020) to raise awareness about data literacy as well as the web-page.	4
Elizabeth Strakosch, Sandra Thwaites, Jo Wernyjowska & Suchi Iyengar	*UQ2U - Redesign of POLS1301 (Introduction to Political Ideas)*	This SSP Project aimed to revamp the POLS1301 course so that it more accurately reflects the current global political moment and to ensure that the course content was engaging.	The proposed outcomes of this project were to: • Restructure course content • Create online resources, including videos and podcasts.	4
Kari Sullivan, Rhiannon	*UQ2U - LING1000 (The Secret Life of*	The aims of this SSP Project are to enhance the learning experience for	The proposed outcomes of this project include:	4

Maynes & Emma Somogyi	*Language: Words and Sentences)*	students undertaking LING1000 from semester 1, 2021 onwards.	• Developing recommendations to greater support student engagement and identifying the most difficult concepts within the course • Developing Edge content to support the transition from lectures to interactive workshops (e.g. interview videos, role-play videos and useful tips for future students) • Developing recommendations to enhance assessment, tutorials and workshops.	
Jana Visnovska & Stephen Heimans	*Flipping and Boosting EDUC7211 and EDUC7113*	The aims of this SSP Project are to support student engagement and learning within EDUC7211 and EDUC7113.	The proposed outcomes of this project include: • The identification of the complex constructs within the course • The creation of a Course Glossary • The development of videos and other multimedia resources to scaffold and support understanding • Redesigning assignment items.	4
Geoff Walton	*Design Industry Communication Resources*	With a specific focus on Work Integrated Learning (WIL) projects, the aim of this SSP Project was to inform industry professionals of the qualities of HASS	The outcomes of this SSP Project included:	1

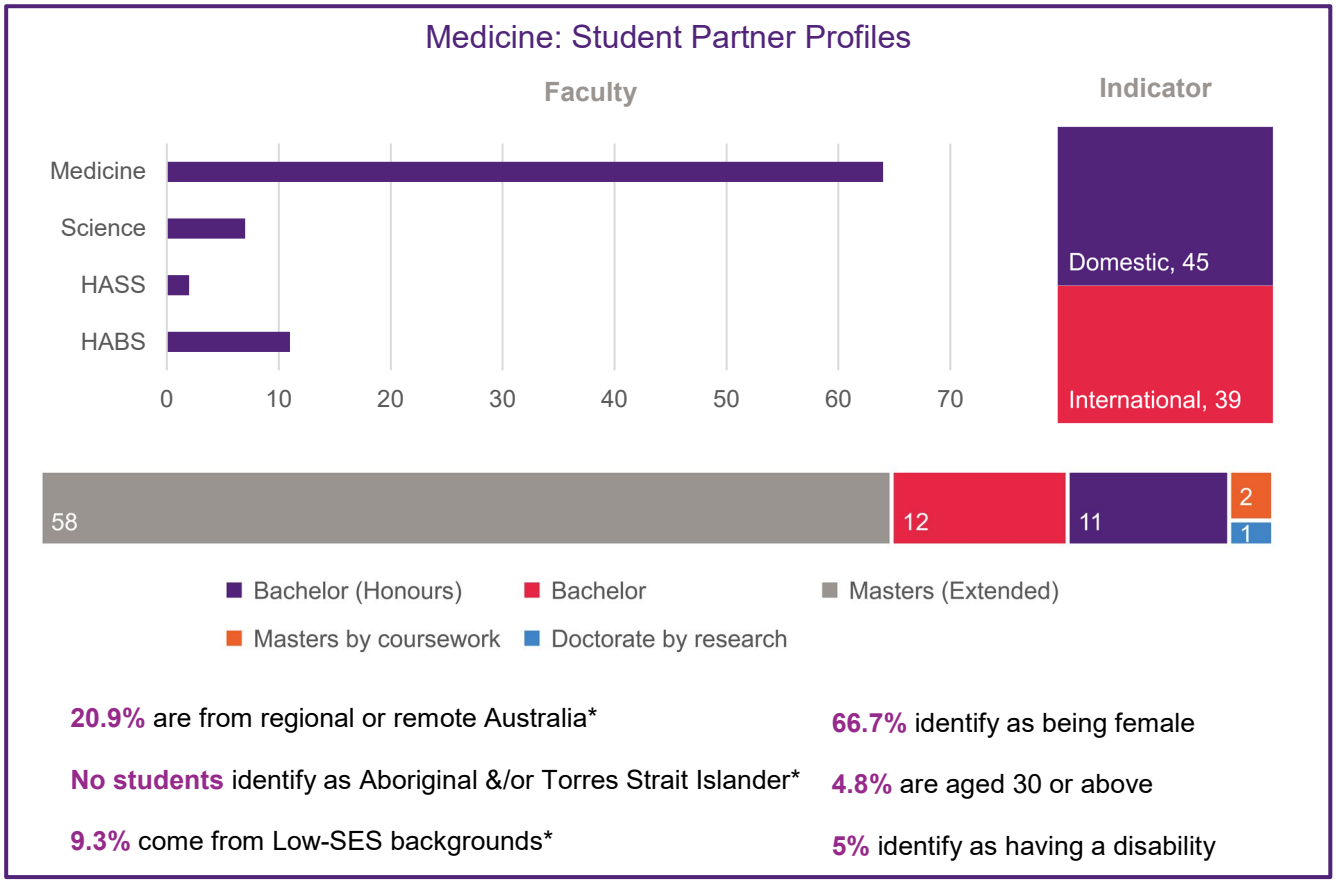
		students, which may not otherwise be apparent from the name of their field of study.	• Conducting market research on existing WIL resources at UQ and other universities • Developed the HASS WIL website content for students and industry • Developed a flyer on WIL for industry.	
Caroline Wilson-Barnao	*Podcasting COMU1052*	The aim of this SSP Project was to deliver the online lecture content for COMU1052 in an engaging format.	This SSP Project involved the creation of a podcast series for COMU1052. Each podcast featured interviews with industry professionals, many of whom had graduated from UQ. In total, 10 podcasts were developed, which provided COMU1052 students with an engaging and fresh delivery of their lecture content.	3
Caroline Wilson-Barnao & Sven Fea	*COMU3801 - Communication Packages for Industry Partners and Students*	The aim of this SSP Project was to enhance the learning and informational materials for COMU3801.	The outcomes of this SSP Project included: • Created communication packages students wishing to undertake the course and internship providers • Developed videos to support student learning and engagement (e.g. “A day in the life”) • Developed recommendations for future course design and modifications of the course.	2

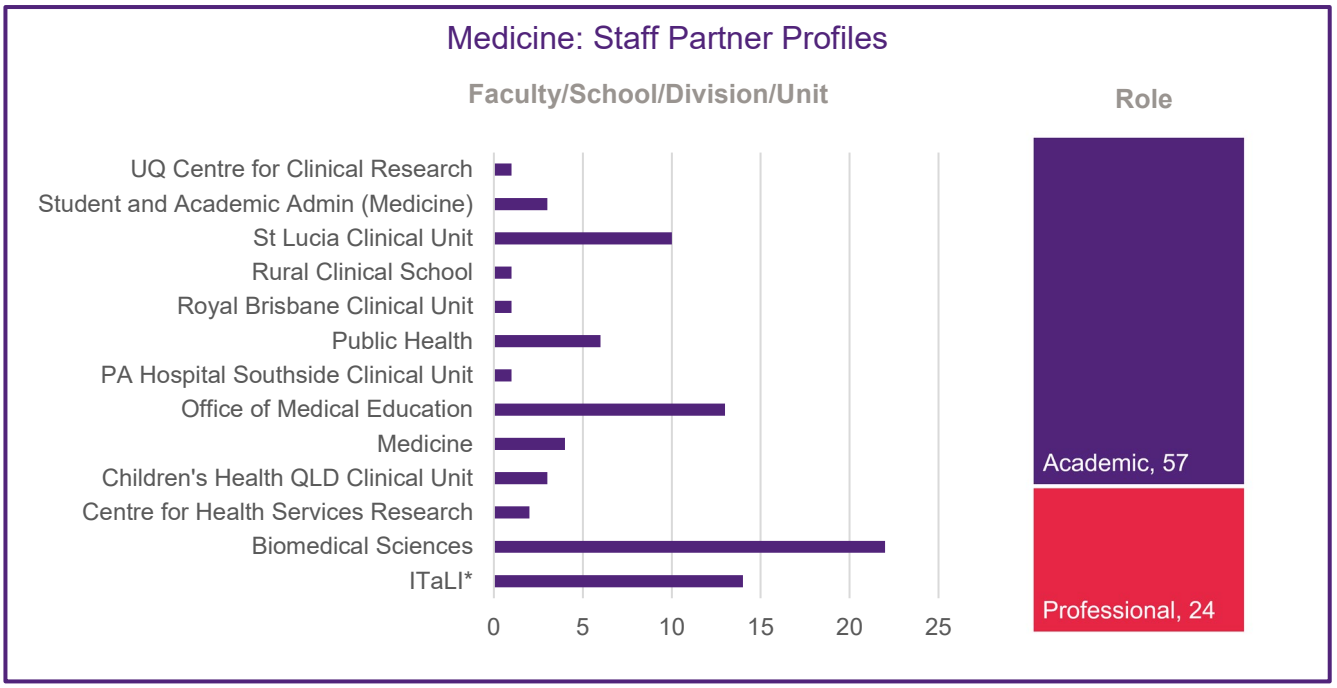
Faculty of Medicine

Overview of 2020: SSP Projects in Medicine

In total, **24 SSP Projects based within the Medicine Faculty** were approved in 2020. This equated to 84 student and 81 staff partner engagements. For a breakdown of the student and staff partner demographics and profiles, please refer to Figure 9.

Figure 9: Medicine Projects: Student and Staff Partner Profiles





** only includes domestic students*
** ITaLI = Institute of Teaching and Learning Innovation*

These projects occurred from February 2020 onwards, with many amending their aims and objectives in light of the impacts of the global pandemic.

In response to the impact of engaging in partnership, a student partner member from Medicine wrote

> *I enjoyed working on the project and felt like I had the independence to make the project my own but also felt supported from the staff partners. I always felt like I had a voice at the meetings and I always felt heard.*

A staff member reflected,

> *A key challenge, within higher education, is the dissonance between what academics perceive as clear assessment expectations (or rubrics) and what students perceive. Having the opportunity to work with student and staff partners to co-design and evaluate a rubric has been an incredibly valuable experience.*

Brief descriptions of the 24 Medicine SSP Projects, and staff involved, are shown in Table 6.

Table 6: 2020 Medicine SSP Projects

Staff involved in project	Title of project	Aims	Deliverables	Number of student partners engaged in project
Saleem Awais Babri & Mark Midwinter	*Deconstructing the nervous system (NS) to improve learner perceptions and outcomes*	The aim of this SSP Project is to improve the student experience of first year medical students undertaking the Nervous System Module within the clinical science course: MEDI7112.	The proposed outcomes of this SSP Project include: • A review of CBL cases, lectures and resource materials • Gathering student feedback and distilling key recommendations for how the module may be enhanced • Rearranging / reordering lecture / learning activities.	4
Prasad Chunduri, Rhiannon Maynes & Sandra Thwaites	*UQ2U - Redesign of BIOM1050 (Biology for Health Sciences)*	As part of a broader UQ2U project, this SSP Project aimed to enhance the learning experience for students taking the course BIOM1050 from semester 1, 2021 onwards.	The outcomes of this project included: • Comprehensive written feedback on current course content including suggestions for improvement • Development of a Glossary of Chemistry Terms • Drafted design of animations on DNA.	4
Taylor Dick, Rhiannon	*UQ2U - Redesign of ANAT1005 (Anatomical Basis*	As part of a broader UQ2U project, this SSP Project aimed to enhance the learning	The outcomes of this project included: • Comprehensive written feedback on current course	4

Maynes & Stephanie David	*of Human Movement)*	experience for students taking the course ANAT1005 from semester 2, 2020 onwards.	content including suggestions for improvement • Compiling formative quiz questions using Pearson's online • Recording a student experience video to inspire future students • Planning an industry expert video compilation (where experts in the field discuss how the course content is relevant to their careers) • Providing feedback on how the practical manual could be enhanced.	
Sisira Edirippulige, Solly Litchfield, Louise Harding Jo Wernyjowska, Anthea Goessler & Linda MacDonald	*UQ2U - Redesign of MEDI7285 (Introduction to Digital Health)*	This project aimed to redesign aspects of MEDI7285 by developing strategies to improve course structure and delivery, and more broadly, to improve the student experience and learning.	The outcomes of this SSP Project included: • A review of the 2019 MEDI7285 course • Redesign of the course content to ensure that the assessment items aligned with learning resources • The creation of four podcasts which will supplement student learning as a resource.	4
Lisa Gotley, Lisa Conwell & Mark Coulthard	*Innovative blended learning in paediatrics*	To prepare medical students, a Paediatric On-Line Interactive Education (POLIE) curriculum was developed which all MD students are expected to complete.	The outcomes of this SSP Project included: • Agreeing upon the topics for the mini-POLIEs. These	5

		However, many topics are not currently included within in the POLIEs. The aim of this SSP Project was to identify topics and co-design a series of additional mini-POLIEs to assist in broadening the MD cohort's knowledge in paediatrics.	included: diabetic ketoacidosis; Inguinoscrotal/genital; burns; cerebral palsy; and infectious rashes • Undertaking research on the topics and collaborating with field experts to develop the learning objectives and case outlines • Developing the master documents for the five topics.	
Nina Hall	*Live co-evaluation of brand new health course*	This project aims to maximise student engagement from learning objectives, ensure that the content is relevant, and give feedback on the delivery of PUBH1110.	The anticipated outcomes of this project include: • Developing recommendations for the future design of this course • Providing feedback on assessment and learning activities • Evaluating student perceptions of content and the facilitation of the course (through a survey and focus groups).	5
Judit Kibedi, Charlotte Young & Bradley Parfrement	*Co-creating better feedback and assessment in BIOM2013: Collaborating on a Teaching Innovation Grant*	Connected to a Teaching and Innovation Grant, this SSP Project aimed to identify and improve areas within BIOM2013 where students' self-regulation and self-evaluation skills could be enhanced, whilst learning scientific writing.	The outcomes of this project included the re-writing and evaluation of two assessment rubrics.	1

Judit Kibedi, Charlotte Young, Tim Forrest, Stephen Aderson, Kay Colthorpe & Kylie Tucker	*Unpacking Biomedical Science students' perspectives and needs in the employability space*	Students undertaking a Biomedical Science degree typically use this as either a stepping stone to postgraduate studies in Medicine or as a pathway to a career in research. However, a vast number of students are either undecided, unclear or uncertain about where a Biomedical Sciences degree can take them. This project is focused on unpacking Biomedical Science students' perspectives on how the degree empowers their employability, and what that employability landscape looks like from their perspective. This insight will inform the design of Biomedical Science student employability resources, as well the School's aim to more effectively embed employability into the Biomedical Sciences curricula.	The proposed outcomes of this SSP Project include: • Conducting an evaluation of student perceptions and experiences regarding employability within the biomedical sciences • Developing student-centred resource(s) targeting each year level • Developing recommendations to inform the degree and the School/Faculty.	4
Tracey Langfield & Charlotte Young	*Developing an online myotome resource.*	The aim of this SSP Project was to develop a video resource to fill the gap in existing myotome teaching resources, which would be of use to students studying anatomy.	The outcomes of this SSP Project included the scripting, filming and editing of a myotome dance video, which includes key definitions and clinical relevance sections.	3
Joan Li	*Students' perceptions of assessments in the MD program*	Assessment is one of the most significant factors influencing students' experiences of higher education. Despite the important role of assessment in evaluating, reassuring and guiding medical curriculum, there is little research which evaluates the composition of assessments, particularly written assessment for early medical years.	The outcomes of this SSP Project included: • The evaluation of all examination items from three successive years of MEDI7211 (n=430 items) • The development and dissemination of a student survey (n=45 respondents)	4

		This SSP project aims to greater understand students' perceptions of the purposes of assessment in order to determine if current assessments can sufficiently and accurately measure students for the competence levels required for medical practice.	which sought to seek student feedback on assessment • The development of an abstract for *The Australian & New Zealand Association for Health Professional Educators 2020*.	
Cat Lunter, Kym Ward, Alison Green, Helen Wozniak & Christy Noble	*Co-creating better feedback and assessment in MEDI7417: Collaborating on a Teaching Innovation Grant*	Connected to a Teaching and Innovation Grant, this SSP Project aims to facilitate opportunities for students to take action on and use feedback they receive during clinical placements.	The anticipated outcomes of this SSP Project include: • Conducting focus groups with interns to ask about their experiences of the WLP course and key tasks that they feel needed to be better prepared for • Providing feedback on the layout of assessment and current feedback processes • Developing a central hub of 'tips, strategies and advice' for students attending site-based clinical placements • Developing examples of alternative feedback strategies to encourage and guide students.	2
Allyson Mutch & Rebecca Johnson	*Co-creating better feedback and assessment in PUBH1103: Collaborating on a*	Connected to a Teaching and Innovation Grant, this SSP Project aims to enhance student capacity in evaluative judgment and feedback literacy, whilst developing actionable feedback processes.	The proposed outcomes of this project include: • Conduct a literature review on feedback literacy practices and practical learning activities that	1

	Teaching Innovation Grant		support evaluative judgement and feedback literacy • Construct a map of current learning activities and feedback practices and identify opportunities for enhancement • Develop a methodology for measuring impact of change on student learning.	
Christy Noble & Cat Lunter	*A feedback literacy program to improve medical student engagement in workplace feedback*	UQ medical students are required to complete work-based assessments (WBA) as part of the workplace learning portfolio. These WBAs offer excellent opportunities for students to engage in feedback in clinical settings. However, students' ability to use these clinical opportunities to obtain effective feedback seems to be hindered by a lack of support to develop their feedback literacy. In particular, no formal education about effective engagement in feedback or its utilisation in future learning exist within the current MD program. This SSP Project aims to improve medical student feedback literacy, and enable students to take advantage of the feedback opportunities not only during their WBAs, but throughout their degree.	The proposed outcomes of this project include: • The creation of a Feedback Literacy Faculty Document • The creation of a Feedback Literacy Student Document • Integration of peer-led assessment feedback into the WLP.	3
Christy Noble & Cat Lunter	*Developing OSCE assessment literacy - towards a cultivated*	The overall aim of this SSP Project is to assist Year 3 medical students to establish and develop the skills/tools needed to successfully prepare for and complete the OSCE assessment. Thus, the goal will be to	The anticipated outcomes of this SSP Project include tailoring the approach to OSCE preparation, techniques, and approach through student and near-peer feedback, assessment of pre/post-	4

	community of practice approach	continue and scale-up an SSP collaboration in order to develop, implement and evaluate an assessment literacy program designed to improve Year 3 students' OSCE preparedness.	program surveys, and through providing commonly requested resources to the entire cohort. Data will be collected via discussion(s) in the recorded 6-week session program, survey participation, video recordings of meetings as well as panel discussions with exam writers and OSCE coordinators. This information will be culminated into a common themes document, which will demonstrate regularly voiced concerns/questions, areas to further address, and shared tips/tricks.	
Iulia Oancea, Nicole Shepherd, Liz Barber, Christian Gray, Sue Vlack & Saleem Babri	*Collaborative curriculum enhancement – integrating "soft" sciences into the medical curriculum*	Currently, there is an overemphasis on learning the 'hard facts and science' of medicine in the curriculum and as a result, the psychosocial aspects of the patient's narrative receive less attention. As a result, first and second year medical students learn less about patient advocacy, acknowledging patient suffering and have a vision that narrows down on the disease and ignores the bigger picture of illness. This predicament manifests in disengagement with ethics questions and discomfort in discussing questions on public health and research in case-based learning (CBL) tutorials. This project aimed to redesign CBL cases to subtly integrate the soft sciences into discussion starters and scenarios, thereby teaching upcoming cohorts the softer side of the art of medicine.	This SSP Project led to the co-creation and redesign of seven CBLs. An iterative and collaboration process of redesign was facilitated in which student and staff members split into small groups focusing on the Integrated Clinical Studies and Ethics cases.	4

Iulia Oancea, Mark Midwinter, Clare Aland, Suja Pillai & Elizabeth Barber	*Supporting integration through blended learning*	This SSP Project aimed to promote a collaborative and integrated learning environment for MD and other UQ students. This project seeks to enhance integration of widely separated disciplines through the development of audio-visual resources for use within the blended learning approach of the ICS course.	The ultimate outcome of this project is a comprehensive module on GORD (Gastroesophageal Reflux Disease) which includes: - Realistic patient encounter - History taking skills, investigations, and physical examination revisions - Integration of anatomy, pathology, histology, and epidemiology of GORD - Chance for students to self-test throughout the module - Video tutorials - Bridging of textbook knowledge to clinical medicine. This serves as a template for integrating differing aspects of medicine into various case studies that can be used for other patient scenarios in the integrated clinical sciences course.	4
Suja Pillai & Anna Efstathiadou	*Creativity and empathy during the time of a pandemic: Role of extra-curricular activities in MD program*	COVID-19 has had a major impact on students and the way curriculum is delivered. As more classes have moved online, the monotonous routines and being homebound has led students to struggle with self-regulation, keeping up with content and feeling isolated. This project aims to bring students together to collaborate and engage with their peers, staff and the broader community to build a sense of belonging by engaging in a stress relieving extracurricular activity which will stimulate creativity and empathy and help students	Working collaboratively, staff and student partners propose to use a series of virtual and socially distanced events that seek to enhance creativity and build empathy within the UQ phase 1 medical cohort. To evaluate the efficacy of the program, the team plan to disseminate an online survey, which will be utilised to draw key recommendations for future engagement with the MD cohort.	4

		build meaningful connections with the community.		
Suja Pillai, Peter Simpson & Glenda Gobe	*Evaluating Medical Students' learning experience about using an e-Learning Platform for tutorials during the Covid-19 Pandemic.*	Prior to COVID-19, pathology tutorials were delivered to first and second year medical students via face-to-face small group tutorials by multiple tutors at two different clinical sites. In response to the pandemic, pathology tutorials were delivered via live zoom video sessions by one primary lecturer. This SSP Project aims to evaluate students' perceptions, experiences and challenges faced during the pathology e-tutorial.	This project aims to undertake an evaluation of student satisfaction of the e-tutorials with their transition to online. Outcomes from this project will also guide the development and delivery of MD curriculum in the future.	4
Suja Pillai, Mark Midwinter & Joan Li	*Evaluating Medical Students' perception about image based multidisciplinary practical exam during the Covid-19 Pandemic.*	In medical education, macroscopic specimen recognition and interpretation have always been regarded as fundamental skills required in the assessment of Pathology and Gross Anatomy. Prior to COVID-19, for first and second year medical students' Multidisciplinary Practical Exams were conducted in the Gross Anatomy Facility (GAF) as 'in-person' exams using cadaver specimens and pathological pots. In response to COVID-19, practical exams had to be carried out as an image-based online exam using Examsoft. This project seeks to evaluate and identify students' perceptions, experiences and challenges faced in the virtual image based practical assessment of Pathology and Gross Anatomy in the MD program to guide the development and delivery of the Multidisciplinary Practical	The proposed outcomes of this SSP Project include: • Developing a survey which seeks to gather information regarding the comparison of 3D physical exam versus the 2D image based exam; multidisciplinary practical exam versus the theory exam; and the experience of online versus in-person exams • Facilitating targeted focus groups to seek recommendations regarding alternative assessments (including formats).	4

		Assessment for the MD program into the future.		
Melissa Reichelt, Wally Thomas, Rhiannon Maynes & Sandra Beach	*UQ2U - Redesign of PHYL1007 (Physiology for Human Movement Studies)*	This SSP Project aimed to harness students' experiences, perspectives and expertise to review the current model of the design and delivery of PHYL1007 as part of a broader UQ2U redesign.	The outcomes of this SSP Project included: • A full audit of course materials and identification of areas that require re-development or additional learning resources • Development of 'flip card' resources to assist future students undertaking the course • Compilation of formative quiz questions in Pearson's online to identify the breadth of knowledge of students taking the course each semester (to ensure that lectures are tailored to the needs of each cohort) • The development of a student experience video to inspire future students and provide tips and advice • Drafting practical assessment tasks.	4
Nicole Shepherd, Riitta Partanen & Sharee Stedman	*Developing an action plan to support rural students in the MD program*	This SSP Project aims to identify and address challenges that rural high-school students face in accessing, understanding and navigating the application and acceptance process of medicine (MD) at UQ.	The proposed outcomes of this project include: • Developing an actionable plan that can be practically implemented to increase rural	3

			student applications to medicine at UQ • Identifying key time points at which connection/support may be most helpful to rural students • Identifying feasible ways of connecting with high-school students in all areas of Queensland.	
Calvin Smith, Julie Ball, Tim Hasted, Ashlee Forster, Belinda Swyny & Michaela Kelly	*Highlighting Experiences of Residents for Medical Education and Safety (HERMES) - an investigation to help foster the development of safe and effective clinicians.*	Feedback from the Australian Medical Council (AMC) 'Preparedness for Internship Survey' has identified that students graduating from The University of Queensland MD Program, like many medical graduates, feel underprepared for certain aspects of internship. One area of concern across consecutive years (2018 and 2019) is the lack of preparedness to raise concerns about patient safety, colleagues' performance, and bullying and harassment in the clinical workplace. The aim of this project is to gather more information to better understand concerns as highlighted by junior doctors in the AMC Survey and to inform MD curriculum development which will equip graduates of the MD Program with skills to support them in these areas and contribute towards the development of safe and effective clinicians.	The outputs of this project support a longer-term goal that must take into account the contextual reality that the MD curriculum is undergoing re-design for first implementation in 2023. As such this project is constructed to provide recommendations to inform the design of the new curriculum. In this project, those supports extend to: • A literature review exploring junior doctor concerns identified in the AMC Intern Readiness study and interventions that have been used to address these • A review and analysis of the AMC data from the Intern Readiness study • The development of questions in preparation for focus group	4

			discussions with junior doctors/interns • Preparation and submission of an Ethics Application to prepare for stage 2 of the investigation. • A report will be developed to summarise the findings of this investigation, which will inform Stage 2.	
Clare Aland & Kate Sweeney	*Investigating correlations between formative quiz performance and End of Semester exam performance*	Histology is a difficult topic for medical students to study. It requires a strong understanding of the anatomical structure of organs, and the spatial abilities to imagine these structures in 3 dimensions. Student feedback post end of semester exams has expressed frustration at the amount of histology based questions and their lack of relevance to clinical practice. While other feedback has pointed out the high predictability of the presence of histology based questions on exams and their clear link between anatomy and function and pathology understanding. This partnership project seeks to investigate the formative quiz participation, frequency and time of use, tutorial resource usage and the correlations to performance in the end of semester exams.	The proposed outcomes of this project nclude: • Developing recommendations for future student usage of formative quiz and online resources • Using statistical software to generate graphs corresponding to the above analysis description, report statistical analysis including confidence intervals • Creating a poster/pdf of major findings for distribution to OME and students.	3
Cat Lunter, Helen Wozniak, Alison Green & Christy Noble	*Co-creating better feedback and assessment in MEDI7316:*	Connected to a Teaching and Innovation Grant, the overall aim of this SSP Project is to facilitate opportunities for students to take action on, and use, feedback they	The proposed outcomes of this project include: • Facilitating a focus group with interns to ask about their	2

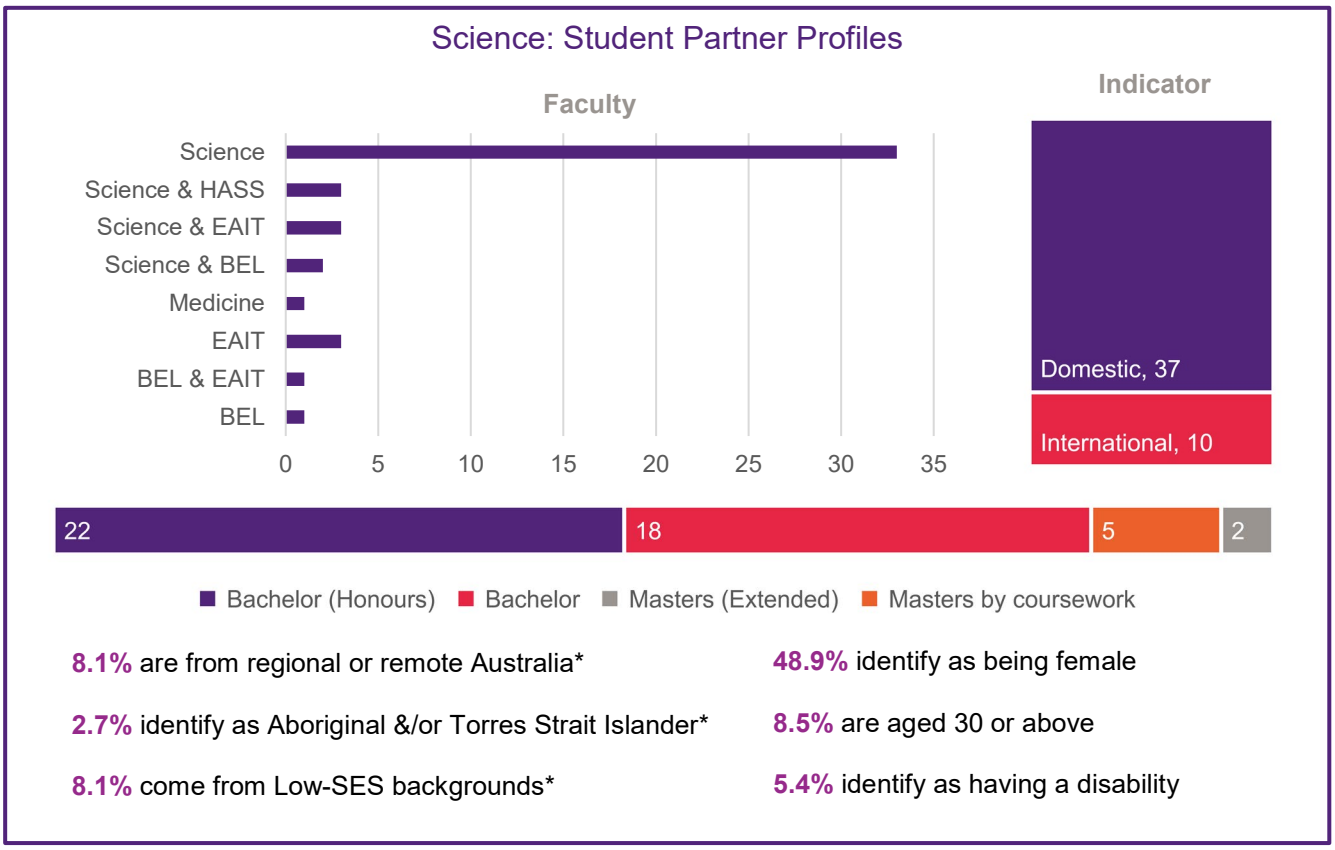
	Collaborating on a Teaching Innovation Grant	receive during clinical placements. This project seeks to streamline the process of achieving assessment tasks and mechanisms for students to gain and reflect on feedback, and ultimately create more prepared interns, with the overall outcome of safer patient-doctor interactions.	experiences of the WLP course and key tasks that they feel they needed to be better prepared for • Invite peer review from a range of stakeholders to comment on the layout of assessment forms and current feedback processes, to assist in improving them • Trial the new "defanging" feedback form, and collaborate with student peers to capture feedback about the new form • Brainstorm examples to be included within the online tips for students attending site-based clinical placements • Modify or create the forms that students use to submit their WLP tasks • Enhance the mini-CEX and DOPs forms • Develop examples of alternative feedback strategies (exemplars), to encourage and guide students.	

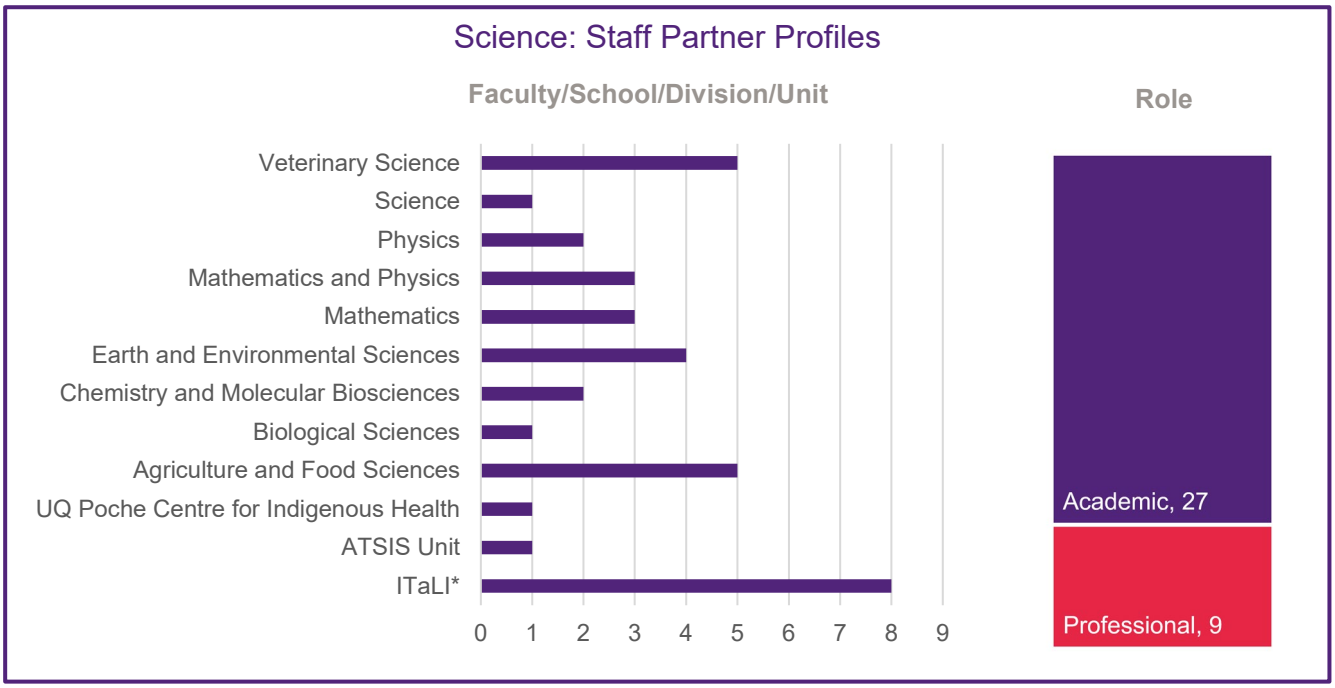
Faculty of Science

Overview of 2020: SSP Projects in Science

In total, **15 SSP Projects based within the Science Faculty** were approved in 2020. This equated to 47 student and 36 staff partner engagements. For a breakdown of the student and staff partner demographics and profiles, please refer to Figure 10.

Figure 10: Science Projects: Student and Staff Partner Profiles





** only includes domestic students*
** ITaLI = Institute of Teaching and Learning Innovation*

These projects occurred from February 2020 onwards, with many amending their aims and objectives in light of the impacts of the global pandemic.

In response to the impact of engaging in partnership, a staff partner commented,

> *It was a pleasure to work with the team on this SSP. Coming up with new ideas for running a course is always fun, but it was particularly valuable to have such considered input. Their suggestions are practical, sensible, and feasible within the context of the course. I feel we can implement these suggestions in a way that will benefit the future students.*

A student partner noted,

> *Looking past the technical problems associated with doing the project fully online, a key component of this SSP also included being able to support one another during these difficult times. We were able to help one another when times got stressful (either with academic commitments or personal work) and this proved incredibly valuable to a positive team experience on a whole.*

Brief descriptions of the 15 Science SSP Projects, and staff involved, are shown in Table 7.

Table 7: 2020 Science SSP Projects

Staff involved in project	Title of project	Aims	Deliverables	Number of student partners engaged in project
Rachel Allavena, Frances Shapter & Justin Gibson	*The student view of curriculum and teaching mode across the BVSc curriculum*	The aim of this SSP Project was to develop a more streamlined and focused curriculum and co-creating an optimal student experience which reduces stress and workloads on staff and students.	The proposed outcomes of this project include: • Create and disseminate surveys to each year level of the BVSc (Honours) • Facilitate student focus groups • Develop recommendations which will be presented to senior school leadership.	5
Philip Currey	*Refining the Bachelor of Agribusiness*	The aim of this SSP Project was to develop recommended improvements to the Bachelor of Agribusiness.	The outcomes of this SSP Project included: • Created and disseminated a student survey (n=93) across years 2 to 4 of the program • Developed recommendations to enhance the program.	2
Susan Rowland	*Developing leadership skills and global opportunities for students in SCIE3050*	The aim of this SSP Project was to utilise a student-led design approach to integrate leadership and networking skills learning activities into SCIE3050 (e.g. through assessment and learning activities).	The outcomes of this SSP Project included: • Conducted an environmental scan of similar course profiles and offerings at other universities	3

			• Connected with ACEN to discuss ideas on how they encourage leadership behaviours in their WIL students • The design of four proposals for integration within SCIE3050 (e.g. Interdisciplinary team project; mock job interview; learning portfolio and interview a supervisor). • Presenting and pitching these proposals to the Faculty of Science Teaching and Learning Committee.	
Ava Greenwood, Michael Jennings & Vivian Lui	*Active Learning in the new MATH1050*	This project aims to enhance student engagement and participation by transitioning from traditional tutorials to a new workshop format with a focus on active learning. The impact of this project will be improved student learning outcomes and a stronger mathematical foundation that will have flow on effects for students' further study in mathematics. Additionally, we hope that the interactive and collaborative nature of the workshops will foster a heightened sense of interest/enjoyment in mathematics and help students to develop a sense of community and strengthen their inter-personal networks.	The proposed outcomes of this SSP Project include: • Co-creation of 12 MATH1050 workshops (with an active learning focus) • Development of 12 lesson plans to ensure uniform delivery across the large student cohort • Development of resources that can be delivered online or in person.	4
Aaron Herndon & Natalie Fraser	*Co-creating better feedback and*	Connected to a Teaching and Innovation Grant, the overall aim of this SSP Project is	The proposed outcomes of this SSP Project include:	2

	assessment in VETS3070: Collaborating on a Teaching Innovation Grant	to include formative feedback in practical learning activities to improve the clinical/practical examination outcomes for students of VETS3070.	• Collating a list of skills that may be assessed on the practical examination • Identification of techniques that students find challenging during the practicals • Co-creating the feedback tool design for students to utilise during practicals.	
Poh Hillock	*Co-creating better feedback and assessment in MATH1051: Collaborating on a Teaching Innovation Grant*	Connected to a Teaching and Innovation Grant, the overall aim of this SSP Project is to enhance the communication of feedback and assessment for students undertaking MATH1051.	The proposed outcomes of this SSP Project include: • Creating and disseminating online surveys to capture students' opinions regarding low-stakes assessment items • Undertaking tutorial observations to identify ways in which communication and feedback regarding assessment items can be enhanced.	2
Philip Isaac, Rhiannon Maynes & Nina Bianco	*UQ2U - MATH2001 (Advanced Calculus & Linear Algebra II)*	As part of a broader UQ2U project, the aim of this SSP Project is to enhance the learning experience for students undertaking MATH2001 from semester 1, 2021 onwards.	The proposed outcomes of this project include: • Creating and disseminating a survey to students for further feedback on proposed course changes • Chunking existing lecture recordings to digestible pieces	4

			• Aligning the practical exam questions to the weekly modules • Developing a glossary of terms • Developing videos to guide students step-by-step through equations.	
Effie Kartsonaki, Janet Frizzarin & Nina Bianco	*UQ2U - Redesign of CHEM1200 (Chemistry 2)*	As part of a broader UQ2U project, the aim of this SSP Project was to enhance the learning experience for students undertaking CHEM1200 from semester 2, 2020 onwards.	The outcomes of this SSP Project included: • Developed feedback to enhance CHEM1200 teaching content • Designed a survey to evaluate past student experiences in CHEM1200 and to identify areas for improvement.	4
Sam Kault	*Co-creating better feedback and assessment in a MATHs Course: Collaborating on a Teaching Innovation Grant*	Connected to a Teaching and Innovation Grant, the overall aim of this SSP Project was to enhance feedback and assessment within a MATHs course.	This project was withdrawn part way through due to the disruption stemming from COVID-19.	1
Elizabeth Krenske	*Students as co-designers of new video resources to enhance the 1st-to-2nd year transition in Chemistry*	The transition to 2nd year chemistry is accompanied by greater demands on students' ability for self-directed learning and at a faster pace. This project aims to facilitate the 1st-to-2nd year transition in chemistry through developing support resources.	The proposed outcomes of this SSP Project include: • Creating and disseminating a survey of past CHEM2050/2901 students (questions include online learning)	4

			• Identification of 5-6 key issues (based on the key themes from the survey) which will be translated into video resources • The development of video resources.	
Louise Kuchel	*Making BIOL1030 Global Challenges in Biology more flexible and interactive for students*	The aim of this SSP Project was to build upon a previous project which sought to develop learning content to enhance BIOL1030.	The outcomes of this SSP Project included creating new content for the edX platform.	1
Sonia Roitman, Stephanie Wyeth, Joe Symons & Deanne Gannaway	*Re-imagining UQ Planning Project desktop review*	Cities are critical in improving the quality of human life and the environment for various species on Earth. The role cities play are beyond individual footprints and are intergenerational. Considering the role of cities, the UQ planning program, located within the School of Earth and Environmental Sciences (SEES), offers multidisciplinary courses spanning from geography to environmental management. However, due to its interdisciplinary characteristics, some courses provide duplicate content in knowledge and experience across courses within and out SEES. This SSP Project aims to investigate core courses provided by UQ that are relevant to planning and propose a new vision for the UQ Planning Program.	The proposed outcomes of this project include: • Conducting a desktop review of ECPs and facilitating interviews with course coordinators • Facilitating semi-structured focus groups with students (online and on campus) • Developing an action plan / course map to refresh and renew the current UQ Planning Program (BRTP and MURP), including ways to integrate contemporary content and reduce duplication between courses. The refreshed Planning Program will incorporate the Supporting Knowledge Areas required by	3

			the Planning Institute of Australia (PIA) to remain an Accredited program. These outputs will be used towards the PIA.	
Susanne Schmidt & Nicole Robinson	*Co-creating better feedback and assessment in BIOL2203: Collaborating on a Teaching Innovation Grant*	Connected to a Teaching and Innovation Grant, the overall aim of this SSP Project was to develop a deeper understanding for students of key concepts and knowledge in plant biology (BIOL2203).	The outcomes of this SSP Project included: • Developing recommendations for alternative types of assessment (e.g. the introduction of a mid-semester exam) • The creation and dissemination of a survey to past students of BIOL2203 to gain their perspectives and ideas on the type of feedback they would have found most useful and to identify if they thought a mid-semester exam would have benefitted their learning (60% agreed that this exam would have enabled them to better manage their workload).	1
Jim Walker, Melissa Fitzgerald, Tracey Bunda, Bronwyn Fredericks & Susanne Schmidt	*Traditional Knowledge – Centring Deadly Science in UQ's Curriculum*	This SSP Project aims to increase people's understanding and knowledge of Traditional Knowledge, in all its forms. Whilst it is a Science major, the project should have a wider impact, influencing people from all walks of life and across different facilities at UQ.	The proposed outcome of this project is to design an introductory course for first year Bachelor of Science students which focuses on Traditional Knowledges.	4

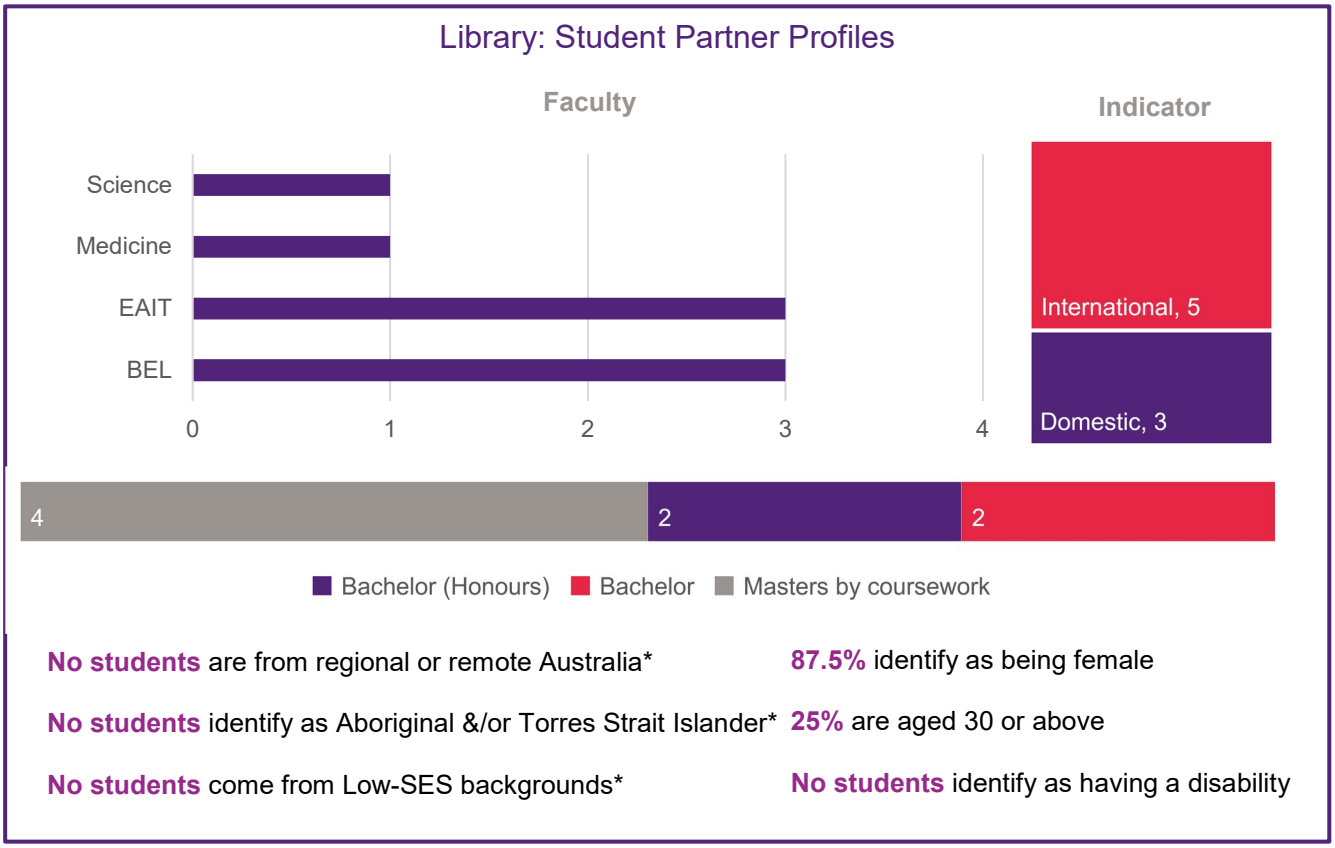
Margaret Wegener, Peter Jacobson, Jo Wernyjowska, Anthea Groessler & Linda MacDonald	*UQ2U - Redesign of PHYS1171 (Physical Basis of Biological Systems)*	As part of a broader UQ2U project, this SSP project aimed to harness students' experiences, perspectives and expertise to review the current model of PHYS1171 course design and delivery.	The outcomes of this SSP Project included: • Providing feedback on course improvements based upon the experiences of student partners • Identification of topics where links between physics and biological systems could be strengthened • Development of an exemplar assessment item that emphasises linkage between physics and the biological system • Development of a support resource to assist students in writing a lab report.	4

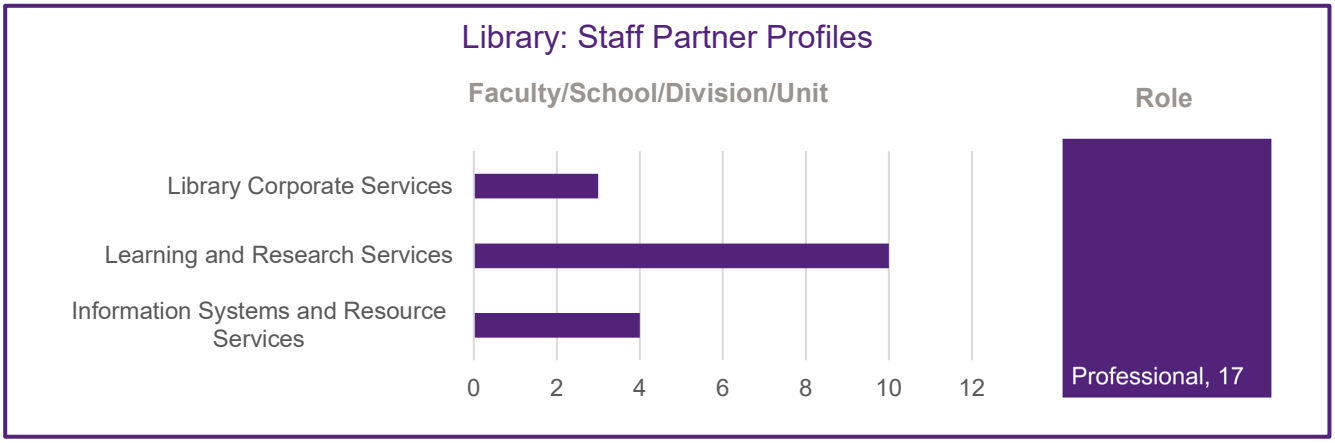
Library

Overview of 2020: SSP Projects in the UQ Library

In total, **4 SSP Projects based within the Library** were approved in 2020. This equated to 8 student and 17 staff partner engagements. For a breakdown of the student and staff partner demographics and profiles, please refer to Figure 11.

Figure 11: Library Projects: Student and Staff Partner Profiles





** only includes domestic students*

These projects occurred from February 2020 onwards, with many amending their aims and objectives in light of the impacts of the global pandemic.

In response to the impact of engaging in partnership, a staff partner commented,

> *When faced with such unprecedented challenges, both parties showed a great willingness to be flexible and accommodating, whilst also remaining empathetic and conscious of the difficulties the other faced. It was this spirit which allowed us to find a way forward together and produce work of value which will help inform the Library's work in a number of areas.*

Brief descriptions of the 4 Library SSP Projects, and staff involved, are shown in Table 8

Table 8: 2020 Library SSP Projects

Staff involved in project	Title of project	Aims	Deliverables	Number of student partners engaged in project
Angela Hannan, Heather Todd & Kathleen Smeaton	*Embrace Equity, diversity and inclusion*	UQ Library is currently undertaking a strategy refresh and review of all Library services. Part of this involves ensuring all services cater to our diverse client groups. The overall aim for this project was to develop a diverse community of knowledge seekers and leaders who embody a One UQ culture, and who draw upon collaborative partnerships to connect and co-create.	The outcomes of this SSP Project included: • Conducting an environmental scan of the Equity, Diversity and Inclusion Plans within Libraries • Retrieval and classification of social media data that referred to Libraries • Developed a mock survey.	2
Heather Todd, Tom Ruthven, Elena Danilova, Stephen Wilcox, Kerri Klumpp & Karen Seymour	*21st Century Learning Resources*	The aim of this SSP Project was to review how students find and access learning resources and co-create effective and timely pathways to access these resources.	The outcomes of this project included: • Developed and disseminated a student survey instrument • Developed recommendations on the challenges and opportunities around learning resource delivery from a student perspective • Completed a statistical survey of different learning resources	2

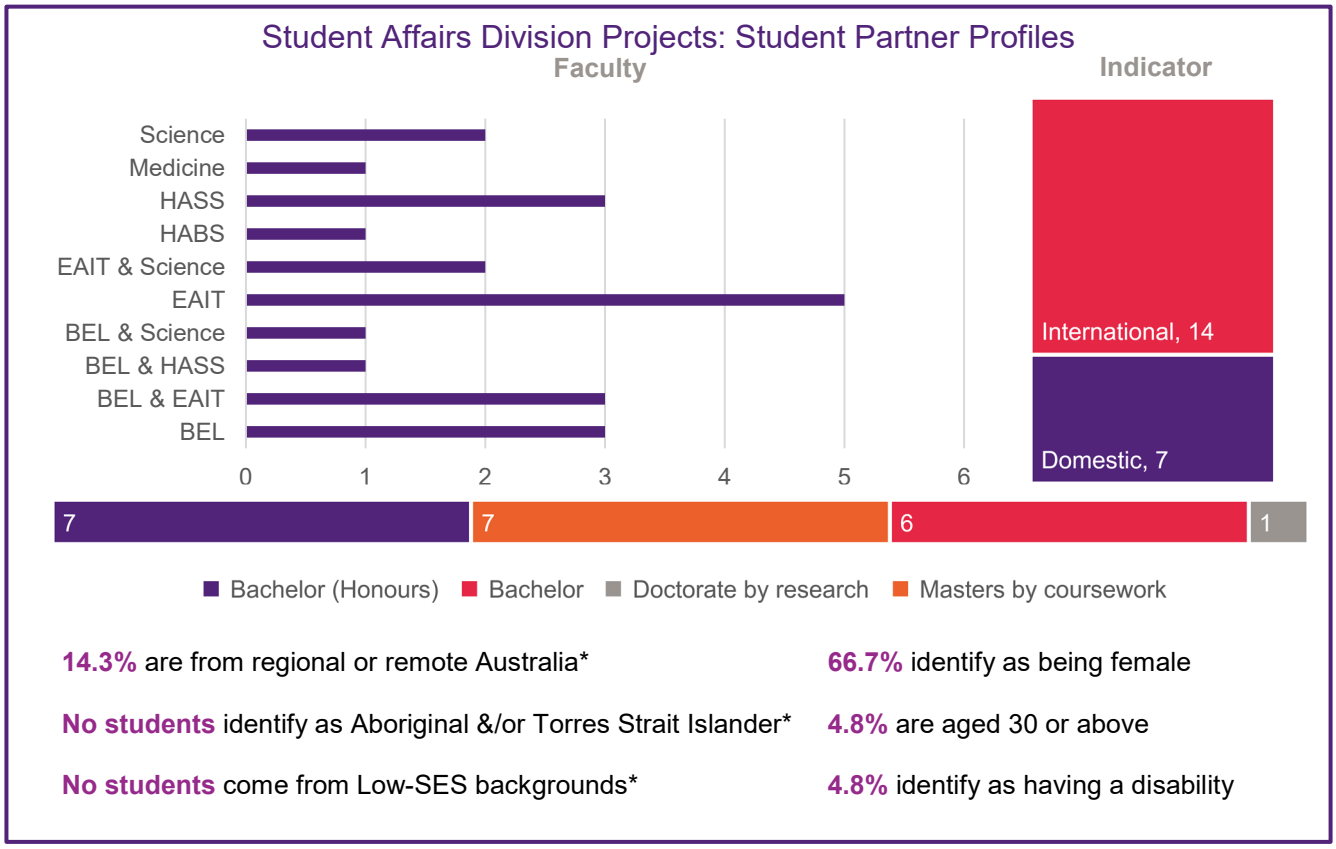
			• Compiled a survey of reading lists and textbooks in libraries across Australia.	
Heather Todd, Sarah Evans, Peter Moore & Tina Macht	*Create a one UQ Culture*	UQ Library is working to enhance its culture and is reviewing its communication. One aspect of this includes building a One UQ Culture. This project aimed to build a shared understanding between professional staff, academics, students and researchers.	The outcomes of this SSP Project included: • The creation of a student and staff survey • The development of a final report which comprised an environmental scan and an investigation of overseas universities with a specific focus on the communication plans, strategic plans and general statistics • Reviewing the personas used by the library and recommending ways in which the Library could be improved • Initial research for a report on the Library and student culture at UQ.	2
Heather Todd, Tom Ruthven Lucy Anne Behm & Andrew Veitch	*Use Physical Spaces to engage and attract and maximise study spaces to inspire learning*	As part of a broader UQ Library strategy refresh, this SSP Project aimed to identify and deliver opportunities to develop library environments that are welcoming, inclusive and inspire learning and collaboration. The aim was to develop inspiring spaces which combine function and aesthetics to create an environment that enables and motivates students to become game-changers.	The outcomes of this SSP Project included observational studies (including user journeys, focus groups and discussions) of students to identify the aspects that could be enhanced within the Library and to develop recommendations to inform design and utilisation of space.	2

Student Affairs Division

Overview of 2020: SSP Projects in the Student Affairs Division

In total, **6 SSP Projects based within the Student Affairs Division** were approved in 2020. This equated to 21 student and 16 staff partner engagements. For a breakdown of the student and staff partner demographics and profiles, please refer to Figure 12.

Figure 12: Student Affairs Division Projects: Student and Staff Partner Profiles



14.3% are from regional or remote Australia*

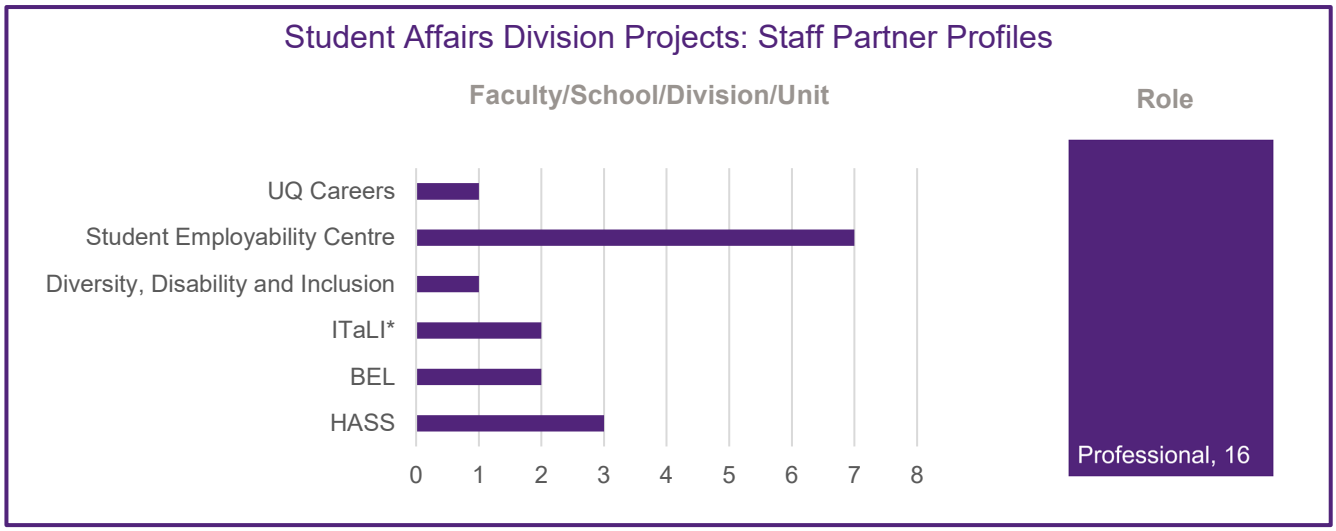
No students identify as Aboriginal &/or Torres Strait Islander*

No students come from Low-SES backgrounds*

66.7% identify as being female

4.8% are aged 30 or above

4.8% identify as having a disability



** only includes domestic students*
** ITaLI = Institute of Teaching and Learning Innovation*

These projects occurred from February 2020 onwards, with many amending their aims and objectives in light of the impacts of the global pandemic.

In response to the impact of engaging in partnership, a staff partner commented,

> *We tend to create outputs for students without allowing them to consult or collaborate at their inception meaning much of what we create misses the mark. The SSP allowed us to identify student need and 'how' they like to be communicated with and in what format.*

A student partner noted in their retrospective report,

> *I have learned a lot about the work that goes into designing a good partnership induction and it was amazing to be working as part of a fabulous team. Integrating different perspectives (i.e. staff vs. students) into a cohesive team was both challenging and rewarding and being able to combine the different perspectives together, I believe, significantly improved the outcome of this project.*

Brief descriptions of the 6 Student Affairs SSP Projects, and staff involved, are shown in Table 9.

Table 9: 2020 Student Affairs Division SSP Projects

Staff involved in project	Title of project	Aims	Deliverables	Number of student partners engaged in project
Jimi Bursaw, Erin DeLacy, Laura Hassett, Caroline Thompson & Shirley Moran	*Seeking a Stronger Exchange Experience: Turning universal challenges into universal opportunities.*	The aim of this SSP Project was to improve the student experience of applying for exchange, and thus to minimise the actual or perceived barriers of a global experience.	The proposed outcomes of this project include: • Recommendations for improvements (e.g. process) • Introduce new initiatives to better support students throughout the process • Integrate exchange units within existing courses to further enable students to start thinking about their exchange experience within the broader structure of their program.	3
Lawrence Casey & Shari Bowker	*Marketing Experience: A guide to ePortfolios and showcasing your value*	This SSP Project aimed to: rebrand UQ's ePortfolio system from a tool for assignments into a tool for all students to use to capture learning experiences and employability skills; to increase student awareness of the tool; simplify the resources; and to promote the tool to faculties to embed within their programs.	The proposed outcomes of this partnership include: • Investigate the needs and wants of current students with regards to storing their learning artefacts and promoting themselves • Undertake surveys/interviews of students to determine *who* is	4

			using the ePortfolio and *how* they are using the platform • Collaborate to design and create resources that will be displayed online.	
Naima Crisp & Julia Groening	*Partnership is for everyone! How can we engage the disengaged?*	The Student-Staff Partnership (SSP) program aims to connect the diverse voices of students and staff in the UQ community to enhance the UQ experience for all. Although the partnerships community has grown over the past three years, one challenge it continues to face is how to connect with the broader UQ community in meaningful ways. This project aimed to increase the accessibility of the SSP Program, by identifying the barriers to engagement and developing solutions to mitigate these challenges.	The proposed outcomes of this project include: • Identify the barriers for diverse students AND staff to engage in SSP projects and find strategies to overcome these (in particular, focusing on recruitment, application and support required during the SSP project). • Co-create a document with recommendations on engagement strategies for the SSP team to implement in 2021. • Design support material and resources to ensure SSP information and opportunities are more accessible for diverse students and staff.	4
Emma Heard & Daniel Greenup	*Promoting respectful relationships at UQ: student-led animations*	Building upon a previous SSP Project, the aim of this partnership was to raise greater awareness within the student community regarding consent as part of the Respect campaign.	The outcomes of this SSP Project included the creation of 3 short animated clips highlighting common scenarios and promoting respectful and consensual intimate relationships to the student community. This series	2

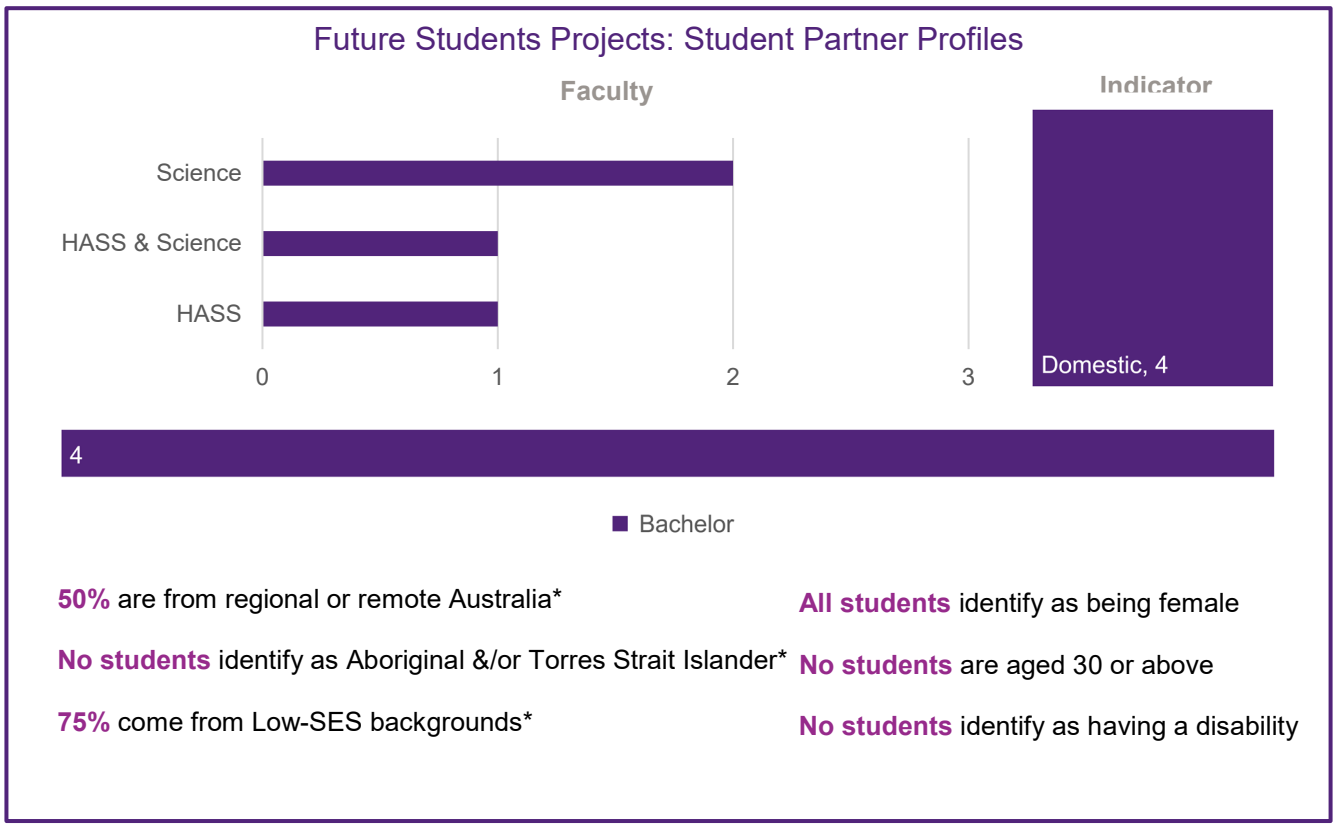
			contributes to UQ Respect's work in raising awareness on the importance of respect in intimate relationships.	
Madelaine-Marie Judd, Julia Groening, Naima Crisp & Jimi Bursaw	*Co-designing and co-facilitating Partnership Inductions (Semester 1, 2020)*	The aim of this SSP Project was to enhance the structure and facilitation of the SSP Project Inductions, making it more relevant and enjoyable for student and staff partners.	The outcomes of this SSP Project included: • Creation of a survey to elicit Induction participant feedback • Co-design and co-facilitation of the Inductions • Developed a two-page handout for partners with key milestones of the program, along with support materials.	3
Bill Kirkley	*Employability Timeline*	The project aimed to examine factors associated with employability which impact students, including engagement, support, as well as career-oriented programs. The project also aimed to consider how these factors impact an employability timeline tool to help students plan employability-related activities. The impact of this project on the broader student experience includes a more career engaging environment so that students will be more driven and prepared to achieve their desired future careers.	The proposed outcomes of this SSP Project include: • Developing recommendations on the factors impacting student employability • Brainstorming user interface suggestions for the Employability Timeline • Presenting findings to stakeholders.	5

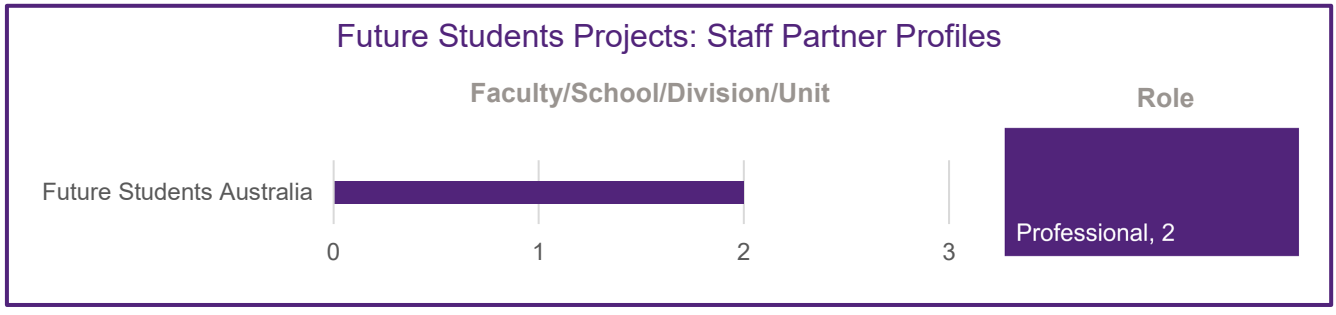
Future Students

Overview of 2020: SSP Projects within Future Students

In total, **1 SSP Project based within Future Students** was approved in 2020. This equated to 21 student and 16 staff partner engagements. For a breakdown of the student and staff partner demographics and profiles, please refer to Figure 13.

Figure 13: Future Students Projects: Student and Staff Partner Profiles





** only includes domestic students*

In response to the impact of engaging in partnership, a student partner commented,

> *I learned a lot about how to work with people from different career backgrounds. … It has been a wonderful experience to have had my five cents on the strategy for student retention for the scholarship that made it all possible for me to be here at University. It was a pleasure to work with my team and to have been given the opportunity to create positive change that will transcend and unfold now and for coming years.*

A brief description of the Young Achievers Program, and staff involved, is shown in Table 10.

Table 10: 2020 Future Students SSP Project

Staff involved in project	Title of project	Aims	Deliverables	Number of student partners engaged in project
Kristy Wylie & Eileen Pich	*Young Achievers Program Retention & Engagement Strategy*	This SSP Project aimed to address the student retention rate of the Young Achievers Program (YAP) at UQ and to collaborate in enhancing the student experience in YAP activities.	The proposed outcomes of this SSP Project include an evaluation of the activities, events, communications and other services provided to Young Achievers at UQ. A focus of this project is to gain insights into what students need in terms of support, how best to communicate with them and how offerings may need to be altered.	4

THE UNIVERSITY OF QUEENSLAND
AUSTRALIA

CREATE CHANGE

Contact details

Authors: Madelaine-Marie Judd, Naima Crisp & Julia Groening

Student-Staff Partnerships (Projects)

E **SSP**@uq.edu.au
W https://employability.uq.edu.au/student-staff-partnerships

CRICOS Provider Number 00025B