

Student-Staff Partnership Projects: 2021 Snapshots



CONTENTS

Purpose	3
About the program	3
SSP Projects in 2021	3
Table 1: SSP Projects Overview - 2021	3
Figure 1: Projects by Faculty/Division – 2021	3
Project partners	4
Figure 2: Student engagements by project Faculty/Division	4
Figure 3: Staff engagements by project Faculty/Division	4
Supporting the SSP program	5
Project details	5
Faculty of Business, Economics and Law (BEL)	6
Faculty of Engineering, Architecture and Information Technology (EAIT)	10
Faculty of Health and Behavioural Sciences (HaBS)	11
Faculty of Humanities and Social Sciences (HASS)	17
Faculty of Medicine (MED)	30
Faculty of Science (FoS)	37
Information Technology Services (ITS)	42
Institute of Teaching and Learning Innovation (ITaLI)	43
Library	44
Student Affairs	45

Purpose

The purpose of this report is to overview the Student-Staff Partnership (SSP) Projects that occurred in 2021 by Faculty or Central Unit/Division. We encourage senior leaders to recognise the commitment and dedication of the student and staff partners involved for their contributions to the UQ community.

About the program

The SSP program 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.

More information on the program can be found at <https://employability.uq.edu.au/student-staff-partnerships>

SSP Projects in 2021

In 2021, there were four rounds of 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.

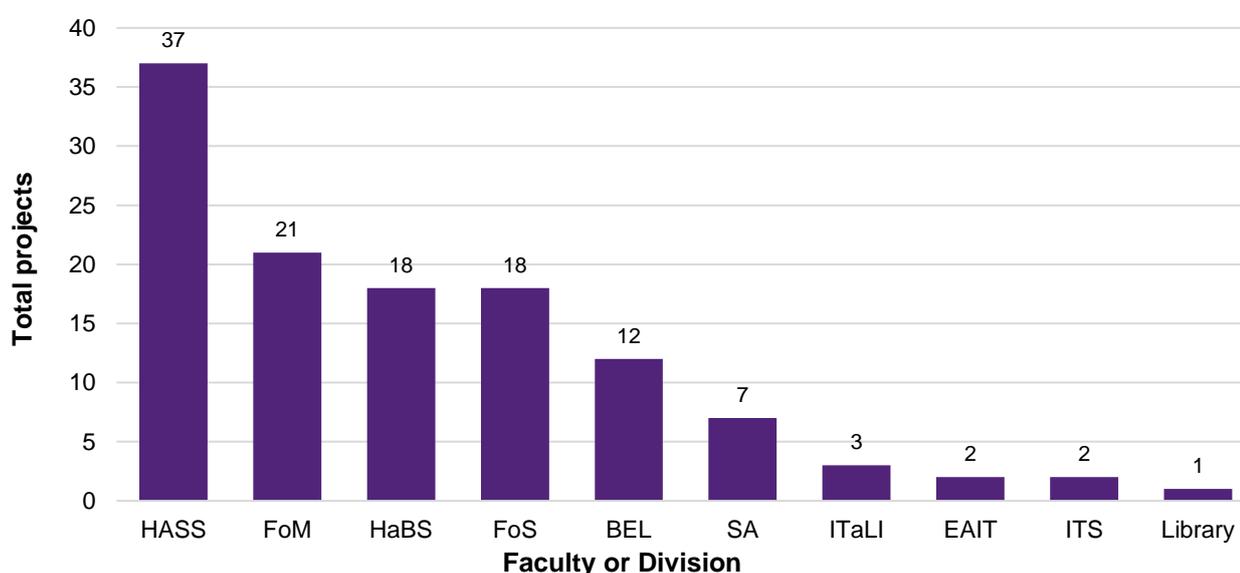
A total of 121 projects were approved and delivered across all Faculties and many Central Units/Divisions (Refer to Table 1 and Figure 1). Of these projects, 47% were joint submissions with both student and staff instigators.

Faculty of Humanities and Social Science (HASS); Faculty of Medicine (FoM); Faculty of Health and Behavioural Science (HaBS); Faculty of Science (FoS); Faculty of Business, Economics, and Law (BEL); Student Affairs (SA); Institute of Teaching and Learning Innovation (ITaLI); Faculty of Engineering, Architecture, and Information Technology (EAIT); Information Technology Services (ITS).

Table 1: SSP Projects Overview - 2021

Projects	Project Units (Faculty/Divisions)	Student Partners (Total engagements)	Student Partners (Unique participants)	Staff Partners (Total engagements)	Staff Partners (Unique participants)
121	10	419	348	300	204

Figure 1: Projects by Faculty/Division – 2021



Project partners

In 2021, students engaged in SSP projects across a total of 10 faculties and central divisions, with 419 student engagements and 348 individual student participants (66% Undergraduate; 33% Postgraduate Coursework; 1% Higher Degree by Research) (Refer to Figure 2).

In 2021, staff engaged in SSP projects across 10 faculties and central divisions, with 300 staff engagements and 204 unique staff participants (60% academic; 40% professional) (Refer Figure 3)

Figure 2: Student engagements by project Faculty/Division

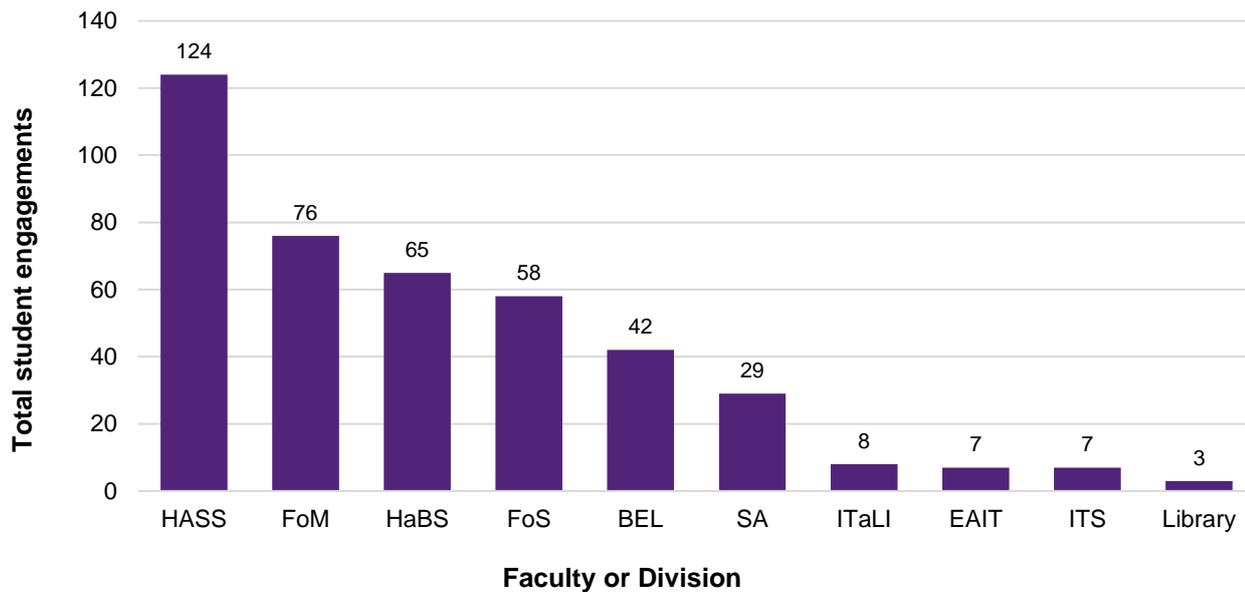
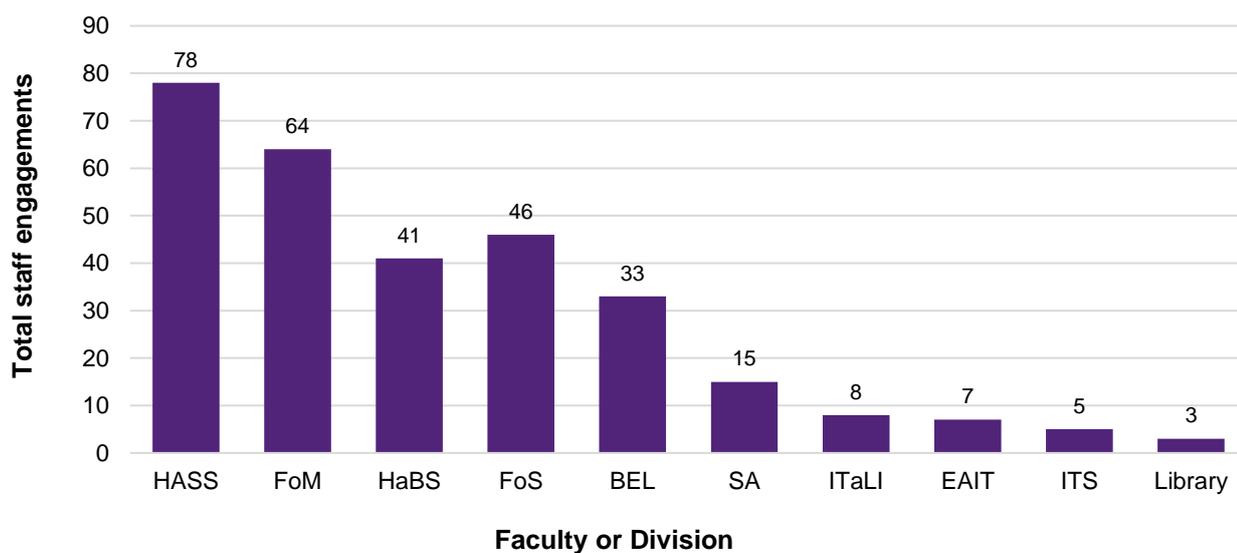


Figure 3: Staff engagements by project Faculty/Division



Supporting the SSP program

There are many ways you can support this program, such as:

- Congratulating staff and student partners within your Faculty, Division, or School for their contributions
- Inviting student or staff partners to present at Faculty, Division, or School meetings
- Continuing to infuse the values and ethos of partnership throughout all engagement with students
- Submitting SSP project ideas and encouraging staff members from your area to engage in partnership

Project details

We are pleased to share information on each of the SSP projects conducted in 2021. The following section overviews the project aims the team initially set out to achieve, as well as the methods and outcomes of the partnership. Please note the project outcomes are at the time of SSP project completion, as detailed in the Retrospective Report codeveloped by the project team (edited for length and clarity for this document). It is important to consider that the process of engaging in partnership itself may be the core outcome of an SSP project, rather than a conventional 'deliverable'.

Faculty of Business, Economics and Law (BEL)

In 2021, there were **12 SSP projects** based within BEL, with **43 student** and **33 staff** partner engagements.

Project team	Title	Aims	Outcomes
Staff: Tillie Walsh Sarah Henderson Students: 3	Round 1 2021 ID: 2883820 BEL Careers First Year Engagement Program	<ul style="list-style-type: none"> • Increase awareness and engagement among first-year students of BEL Career Services • Create a sense of connectedness and capability within the first-year cohort • Support continued engagement in career development activities • Gain a greater insight of barriers and challenges facing first-year students • Recommend ways to improve first year university career development experience 	<ul style="list-style-type: none"> • Plan to establish a social media channel (Facebook) • Collected/presented feedback from BEL first-years about career programs and engagement activities. • Created recommendations to improve engagement. • Ideas included: podcast, work shadowing, Facebook group, Careers Day, working space to put together applications/LinkedIn profiles, continued lecture presence, focus on peer programs • List of students willing to engage in further focus groups
Staff: Roxane Valier-Brasier Rebekah Woodward Cle-Anne Gabriel Saphira Rekker Students: 3	Round 1 2021 ID: 2884006 Business School's Carbon Literacy Project	<ul style="list-style-type: none"> • The project objective was to develop a learning solution that enables Business School staff and students to become carbon literate and take action within their community. • This training provides a stepping-stone to contribute collectively to creating a liveable, sustainable and just future for all. 	<ul style="list-style-type: none"> • Via market research confirmed the Carbon Literacy Project (CLP) had the best suited learning modules • CLP shared the materials developed for program delivery and insights on how to manage such a program. • Created a first draft of eight modules–total of 8 hours of content for self-study/face-to-face delivery. • Survey of 135+ professionals, academics, and students confirmed a strong interest (79%) in carbon literacy training/certificate and preferred format. • Identified areas where the materials require changes and options to make this training self-sustaining. • Business HoS committed to fund first 1,000 certificates.
Staff: Jessica Leonard Aliisa Mylonas Bec Wood Students:	Round 2 2021 ID: 2919005 BEL Student Volunteer Leadership Project	<ul style="list-style-type: none"> • The BEL faculty has a strong community of over 500 student volunteers over the span of 1.5 years. • These student volunteers undertake responsibilities in a variety of roles around the faculty and contribute for a better student experience for BEL students. • The main aim of this project was to build a volunteering framework to manage and grow the 	<ul style="list-style-type: none"> • Procured a framework for sustainable volunteering through the UQ Science Leaders program • Shortlisted which parts of the program to eliminate or amplify based on volunteer experiences. • Generated recommendations based on research through Go8, Australian, and overseas universities

Project team	Title	Aims	Outcomes
3		program's activities, while ensuring that it was sustainable for the long-term continuance	<ul style="list-style-type: none"> Researched ways to grow/maintain volunteer programs – e.g. volunteers perks, sense of belonging/importance.
Staff: Saphira Rekker Alex Cameron Kate Zhaunerchyk Students: 5	Round 2 2021 ID:2918190 FINM1416 Introduction to Financial Management - Revamp	<ul style="list-style-type: none"> The project aimed to improve FINM1416 learning materials as well as the course assessment profile and structure (specifically around workshops). Provide an improved version of course materials through the EdX platform; provide an interactive learning environment with embedded knowledge-testing elements. Refine the assessment profile will also be refined through the reconfiguration of grade-associated weights and general Workshop structure. 	<ul style="list-style-type: none"> Recommendations for marking distributions on workshop assessment, refining peer review and discussion marking, and revising structure of workshops. Improved EdX learning materials, content and display, as well as new module workbooks for students More efficient assessment structure for workshops, based on a video and survey of FINM1416 students.
Staff: Rachel Fitzgerald Ida Asadi Someh Carrie Finn Christina Katterfeld Students: 4	Round 2 2021 ID: 2917114 Analytics for the Real World: designing contemporary online education	<ul style="list-style-type: none"> We aimed to provide a student perspective for the design of the new Masters of Business Analytics. This would assist course staff in developing a program that was not only insightful, but easily progressable by students in a time where the COVID-19 pandemic has impacted students' methods of study. 	<ul style="list-style-type: none"> Assist in developing learning activities, learning objectives and assignments Engaging with staff to have a better understanding of how courses are designed and run. Providing staff with a better understanding of how students perceive aspects of their courses Partake in beta testing to trial newly designed courses and provide feedback
Staff: Dylan Lino Tracey Bunda Students: 4	Round 3 2021 ID: 3458346 Redeveloping a Course on Indigenous Peoples and the Law	<p>This project involved redeveloping an undergraduate elective course on Indigenous peoples and the law, to be taught in the Law School. The course developed through this project will help students to better understand:</p> <ul style="list-style-type: none"> Historical and contemporary significance of law for Indigenous peoples in Australia and elsewhere, across a diverse range of areas and issues; Law's historical and contemporary role in producing injustice and in potentially overcoming it, especially with respect to Aboriginal and Torres Strait Islander peoples; and Contributions of Aboriginal and Torres Strait Islander peoples to the development of Australian law. 	<ul style="list-style-type: none"> The main outcome has been to make significant progress towards the redevelopment of the course. Through the project, the partners were able to design the course fundamentals: learning aims, pedagogical approach, overarching themes, assessment scheme and course topics. The project partners also began the task of co-designing the teaching materials for each topic.

Project team	Title	Aims	Outcomes
Staff: KK Tang John Raiti Ashil Ranpara Students: 4	Round 3 2021 ID: 3453928 Employability: Starting with A First-Year Introductory Course	<p>Our project aims to address the challenge of how to raise the awareness of employability amongst the students doing a first-year macroeconomic course.</p> <p>In particular, it aims to improve students' understanding of:</p> <ul style="list-style-type: none"> • How the economic knowledge they learnt at the university is used in both economic and non-economic work • Why economic graduates choose to become a professional economist (or not) • What professional economists do in their line of duties and how non-economists may apply economics in their work. 	<p>Interviewing alumni:</p> <ul style="list-style-type: none"> • Interviewed 6 alumni who now either work as a professional economist or non-economic professional. • Created short video clips to incorporate into the course material of ECON1020 delivered on edX-Edge. <p>Collaborating with alumni to develop learning materials:</p> <ul style="list-style-type: none"> • Collaborated with economic alumni to develop workplace practice exercises based on their work to will be incorporated into the tutorials of ECON1020 in S1 2022. <p>Survey:</p> <ul style="list-style-type: none"> • Surveys questions have been drafted to gauge the impact of new materials on student's career preparedness. Outcomes will be known by S1 2022.
Staff: Roxane Valier-Brasier Rebekah Woodward Cle-Anne Gabriel Saphira Rekker Students: 5	Round 3 2021 ID: 3458516 Business School's Carbon Literacy Project (Extension)	<ul style="list-style-type: none"> • The project objective was to scale a learning solution that enables UQ staff and students to become carbon literate and be empowered to take action within their community. • This training provides a stepping-stone to contribute collectively to creating a liveable, sustainable and just future for all. 	<ul style="list-style-type: none"> • Developed communications strategy plan and branding to promote the program internally and externally. • Launched the UQCLP during UQ Sustainability Week with 45 participants certified. 12 participants shared their achievements on LinkedIn. • Developed process to record participant pledges, evaluate program efficiency/impact, and streamline program delivery and updates. • Developed a pathway for participants to become facilitators (online modules to build facilitation capability). • Thirteen organisations have reached out to date, four of them have secured the rollout of a paying pilot for their staff in the coming months. Five industry-specific modules are under development to cater to their needs.
Staff: Sarah Henderson Madeleine Butler Students:	Round 3 2021 ID:3461278 BEL Careers First Year Engagement Program	<ul style="list-style-type: none"> • This project aims co-create five career development learning prototypes for first-year students • Additionally, these prototypes should contribute greater sense of purpose, connectedness, capability and resourcefulness, ultimately leading to an increase in retention and successful career development outcomes. 	<p>Four project proposal documents for first year initiatives:</p> <ul style="list-style-type: none"> • Majors Festival – Designed to get students thinking about what they might like to do as a career and which major might suit them. The event has been added to the events calendar for S2 2022. • Podcast - Podcasts are an increasingly popular tool in the educational setting. It is a great way to showcase

Project team	Title	Aims	Outcomes
3			<p>expertise and share knowledge by targeting students who are time-poor and seeking passive learning, BEL Careers and Employability can better communicate its service offering.</p> <ul style="list-style-type: none"> Other proposals: 24/7 Careers Corner, Work Shadowing
Staff: Rachel Fitzgerald Christine Foulkes Students: 3	Round 4 2021 ID: 3576839 Analytics for the Real World: designing contemporary online education	<ul style="list-style-type: none"> This project is to co-develop an analytics course with the teaching team to design a course to be delivered in 2022. 	<ul style="list-style-type: none"> Beta Testing collection: user testing of several modules for each course to generate feedback on course materials, teaching methods or even grammar/text. Miro board plan: Specific plans with modules written in the Miro board. Including corresponding learning objectives with each learning activity. Assignments and its weights are clearly marked.
Staff: Han Zhu Michael Chen Students: 3	Round 4 2021 ID: 3549420 Enhancing Offshore Partner Student Support and Engagement	<ul style="list-style-type: none"> Acquire a better understanding of the current perspective and mindset of the Chinese students from a key BEL Chinese partner – International Collegiate Guangdong University of Foreign Studies (GDUFS) around studying in an online environment Identify areas that are currently lacking and seek to develop an improved communication strategy and materials for these students. Establish the type of information and virtual activities that would benefit external students in relation to UQ services and events. 	<ul style="list-style-type: none"> Created a guide to online study at UQ and undertook evaluation survey 93% of the surveyed students found this guide useful, 88% students finding it easy to read. 90% now understand how to prepare application documents; 80% were clearer about the BE entry requirement; 95% know how to read the UQ offer; 84% are aware of COVID19 fee reduction for online study
Staff: Sarah Henderson Lawrence Casey Students: 3	Round 4 2021 ID: 3579229 Career Development Strategies for International Students	<ul style="list-style-type: none"> This project aimed to enhance international student awareness of careers services available to them and identify challenges when accessing these services. This project aimed to identify how international students' work experience can be enhanced through programs such as job fairs/internship opportunities. This project also aims to create awareness among international students on searching for internships with no residency requirements and increase networking opportunities for international students to meet potential employers. 	<ul style="list-style-type: none"> Gained 50 survey submissions to identify student understanding of current BEL Careers offerings and other career supports. This gave insights into areas that lack awareness and reasons why international students may be discouraged from accessing such services. Held focus groups for 10 students to understand what current offerings are lacking and what needs to be created to better meet student needs. Recommendations to improve international student participation in career related initiatives as well as suggestions for new targeted resources/initiatives.

Faculty of Engineering, Architecture and Information Technology (EAIT)

In 2021, there were **2 SSP projects** based within EAIT, with **7 student** and **7 staff** partner engagements.

Project team	Title	Aims	Outcomes
<p>Staff: Tony Heynen Jo Wernyjowska</p> <p>Students: 3</p>	<p>Round 2 2021 ID: 2932976</p> <p>Digital Learning Uplift: Redesign of Sustainable Energy Courses</p>	<ul style="list-style-type: none"> The Digital learning uplift (DLU) program broadly aims to enhance the UQ student experience by transforming how learning and teaching are done in UQ. The SSP aimed to redesign the dual-mode delivery of Master of Sustainable Energy to make course structure inclusive of online and part-time students. 	<p>Following tasks were undertaken during the project:</p> <ul style="list-style-type: none"> Designed survey in consultation with ITaLI for current and recent MSE students to capture perspectives about the current curriculum. Patterns and trends identified via the survey were used to guide further action. ENGY7004 Energy Investment and Finance course was selected as the first course to be redesigned. Conducted a day-long workshop was conducted with students, course teaching staff, and ITaLI experts ENGY7004 course objectives were revised, learning gaps identified, and assessment redesigned for optimal learning outcomes. 7004 intensive week was restructured to online modules, scheduled to complement other courses Other other MSE courses may also be redesigned using this project as a template.
<p>Staff: Greg Birkett Kate O'Brien Chris Lilburne Shaun Chen</p> <p>Students: 3</p>	<p>Round 4 2021 ID: 3560159</p> <p>Understanding and improving student and staff mental wellbeing</p>	<ul style="list-style-type: none"> This project aimed to improve the mental wellbeing of undergraduate students and staff in the engineering faculty. Specifically, address the culture of stress normalisation We hoped to discover the underlying factors that cause and exacerbate stress by performing a survey of undergraduate students. Using this data, we wished to develop and recommend a proactive strategy to address the culture of stress in the Faculty of Engineering. 	<p>A basic strategy that we have developed that we believe will benefit students and staff centres around three core steps:</p> <ul style="list-style-type: none"> Basic mental wellbeing and psychology education for both teaching staff and students (Raising Mental Health Awareness and Early Identification of MH symptoms) Promoting communication skills to provide support. Following up identified issues and tracking progress of people who are struggling. <p>However, we note that this strategy may require some tailoring based on the outcomes of the survey</p>

Faculty of Health and Behavioural Sciences (HaBS)

In 2021, there were **18 SSP projects** based within HaBS, with **65 student** and **41 staff** partner engagements.

Project team	Title	Aims	Outcomes
Staff: Michelle Heatley Mark Nielsen Annabelle Neall Leanne Coombe Genevieve Dingle Philip Grove Students: 3	Round 1 2021 ID: 2883657 Embedding Aboriginal and Torres Strait Islander knowledges and perspectives in the Undergraduate Psychology Program	<ul style="list-style-type: none"> This project aims to generate ideas for inclusion of Indigenous content in these two courses where appropriate to replace/add to existing content for future implementation, utilising a culturally responsive and strengths-based approach. 	<ul style="list-style-type: none"> Reviewed existing content of PSYC2030 and PSYC3034 to identify areas where Indigenous content could be embedded; Reviewed literature for relevant content (e.g. Indigenous methodologies, case studies, cultural competencies). Consulted with Indigenous practitioners, community members, elders for advice on cultural appropriateness. Mapped identified content to existing content in curriculum. For PSYC2030, key areas identified included a lecture and tutorial on infant attachment. This involved developing tutorial content and questions and a recorded interview of Associate Professor Sandra Phillips by Professor Nielsen. For PSYC3034, content involved research on key questions: <ul style="list-style-type: none"> Testing (clinical and non-clinical) – how standardised text language and context limits understanding of diversity within groups (especially within indigenous populations) Ethical practices and standards in Australia (and how they prescribe to a Eurocentric population) Research on indigenous people (conducted by non-indigenous people) and the implications.
Staff: Nancy Pachana Students: 3	Round 1 2021 ID: 2883776 Mature student orientation experience enhancement – Improved welcome and targeted orientation to facilitate sense of belonging	<ul style="list-style-type: none"> This project was created to look specifically at the UQ orientation experience of older students It was inspired by UQ joining the AFU (Age Friendly University) network, and the desire to improve the experience of older students who start undergraduate courses later in life. We set out to address the question “How might we innovate the orientation experience for older students, to increase their sense of connection and belonging at UQ”. 	Developed ideas for improvement in 5 key areas: <ul style="list-style-type: none"> Representation in materials: Change from dichotomous “mature/traditional age student” to “older students”. Visually show broader age diversity in UQ materials. New-to-UQ video series featuring older students. Personalisation of welcome: More than an email, needs to be in person and meaningful. A ‘pillars of support’ model where the student is introduced to 5 key people who represent UQ (an educator, a learning advisor, an administrator, a mentor, and a peer).

Project team	Title	Aims	Outcomes
		<ul style="list-style-type: none"> A key principle of our approach is to increase inclusion rather than build separation/exclusivity. 	<ul style="list-style-type: none"> Tailored Orientation events: Dedicated welcome lounge for in-person assistance. Specific orientation sessions for older students to include networking. Improvements in T&L during critical first weeks: Better in lecture and in-class group bonding in first weeks. Ongoing support tools (post orientation): Peer run social supports (clubs and social media groups) fail quite quickly, but are greatly desired. Suggest a centrally-supported social media channel dedicated to older students.
Staff: Paul Treschman Sue Monsen Students: 4	Round 1 2021 ID: 2883648 BHSPE Connection 2021	<ul style="list-style-type: none"> This project aimed to enhance formal connection opportunities within and across the four different year levels, alumni, and staff in the Bachelor of Health, Sport, and Physical Education (BHSPE) program in three key domains (social, academic, and professional). Enhance BHSPE students' transition to university, development within BHSPE, and transition out of the BHSPE into the workplace. 	Analysing the pre- and post-survey data of our events indicated 5 key outcomes in improving the connectedness within the BHSPE: <ul style="list-style-type: none"> BHSPE students feel more connected in own year cohort (10% increase) Levels of connection between students within year levels increased: 1st Years: 60% to 80%; 2nd Years: 21% to 71% 100% of 2nd Years indicated that they felt very connected or connected (post survey) 19% more connected from pre to post (between year cohorts) 27% decrease in experiences of disconnection between cohorts
Staff: Sobia Zafar Students: 3	Round 1 2021 ID: 2883958 Assessing the effectiveness of Dentistry Peer-to-Peer Program during COVID-19 pandemic	<ul style="list-style-type: none"> The aim of this project was to investigate the expectation and effectiveness of the online Peer-to-Peer Mentoring Program for Dentistry students during COVID-19 pandemic. 	<ul style="list-style-type: none"> Developed recommendations for future administration of the Dentistry Peer-to-Peer Mentoring Program Developed additional / updated resources based on feedback from mentors and mentees Research paper with suggestions and recommendations for the broader mentoring community
Staff: Sobia Zafar Students:	Round 1 2021 ID: 2883833	<ul style="list-style-type: none"> The overall aim of this project was to co-design and improve elements of the course HLTH1000 for Semester 2, 2021 (based on evaluation outcomes from our previous SSP project and summer research project) 	<ul style="list-style-type: none"> Formulated interview questions to identify key content Recruited and interviewed student volunteers across the six schools within the HaBS Faculty to interview Reviewed course content for key experiences for the resource

Project team	Title	Aims	Outcomes
4	HLTH1000 v.5.0 Co-designing an interprofessional course for the next frontier		<ul style="list-style-type: none"> Researched and filmed a series of videos that showcased the learning experiences of students and alumni within HaBS
Staff: Sarah Dahl Meagan Crabb Paige Campbell Students: 3	Round 2 2021 ID: 2919593 Pre-placement requirements – enabling our students to be placement ready	<ul style="list-style-type: none"> One of the biggest challenges in HaBS is assisting students to meet pre-placement requirements for them to be ready to undertake their Work Integrated Learning placements (e.g. Immunisation records, First Aid, CPR, Blue/Yellow Cards etc.). This project aims to work with our students to find ways to simplify this process as much as possible and to find better ways to communicate these requirements to students so that as many students as possible are ready to experience this critical component of their program. 	<ul style="list-style-type: none"> Audited of the current communication. Recommendations: subject line wording to catch attention, support resources listed first, less words/repetition in text, specific reminders. Recommendations have already been put into play the HaBS Placement Developed and implemented survey better understand student experiences of pre-placement compliance. Received 175 responses. Report of findings is being compiled. Created support videos for students to better understand what they need to complete and how to complete it. These videos will be uploaded to our pre-placement compliance website.
Staff: Veronique Chachay Katie Martell Students: 4	Round 2 2021 ID: 2920401 Nutrition Science: a successful academic and personal experience	<ul style="list-style-type: none"> Nutrition Science (NUTR2101) is a core course in multiple programs/majors It is a content heavy-course taken by students with differing interests. The challenge is to engage this diverse cohort and encourage students to keep on top of content to prevent excessive exam stress and poor results. The aim of this project is to enhance student engagement and promote self-efficacy. 	<ul style="list-style-type: none"> A collection of interactive learning activities was created using H5P to revise critical concepts, including Image Hotspots where students can explore diagrams Questions activities on H5P for each week's module to allow students to practice concepts (easy to hard question gradient). Interactive activities/videos in H5P to explain the content in different ways for visual learners. Restructured to target the most intensive content at the start of semester, when students are "fresh and ready to study well".
Staff: Harendra Parekh Jo Wernyjowska Katie Martell Students: 4	Round 2 2021 ID: 2932972 Digital Learning Uplift: Redesign of PHIP7161	<ul style="list-style-type: none"> Our project was aiming to adopt a blended learning format with a combination of assessment, video content, and online Edge platform content that meets course objectives and ensures students obtain skills that are relevant to employability and applicable in the medical technologies and pharmaceutical industry space. 	<ul style="list-style-type: none"> Additions to the course included online video content, rearranging the order of modules for a more logical flow, uplifting lecture slides, which also extended to assessments while extra reading and online activities were introduced. The outcome of the project is an uplifted course that is more receptive to student online learning needs. It is also well-aligned to course objectives and encourages student learning.

Project team	Title	Aims	Outcomes
Staff: James Robert-Falconer Jo Wernyjowska Katie Martell Students: 4	Round 2 2021 ID: 2932974 Digital Learning Uplift: Redesign of PHIP7142	<ul style="list-style-type: none"> • Our project aim was to improve the course PHIP7142 by collecting feedback regarding content, assessment and timetabling from previous students. • The project also aimed to address challenges associated with external students and how they can feel involved and included, and learn by collaborating with others. 	<ul style="list-style-type: none"> • Redesigned learning objectives. Reviewed all course content, learning materials, assignments, assessment weighting/timing, and feedback structure • Results collected from online survey and other methods to be considered by the course design team as the course goes through the Digital Learning Uplift program. • Student videos providing an overview of each topic
Staff: Freyr Patterson Jo Wernyjowska Students: 3	Round 2 2021 ID: 2932978 Digital Learning Uplift: Redesign of OCTY3103	<ul style="list-style-type: none"> • This project aimed to explore and understand student experiences of people handling training and perceptions of confidence and competence in preparation for clinical placement and practice. This will inform future course changes as part of the digital uplift initiative. 	The following outputs have been achieved: <ul style="list-style-type: none"> • Quantitative and qualitative student data relating to their perceptions of participation in people handling competency training and assessment prior to sessional clinical placement. • These findings will inform development of future learning activities/experiences and assessment within OT. E.g. piloting of a feedback form in teaching sessions
Staff: Nicole Stormon Sowmya Shetty Students: 4	Round 3 2021 ID: 3456767 Musculoskeletal injury education and prevention in Dentistry students	The aims of the project were to: <ul style="list-style-type: none"> • Identify common workplace injuries experienced by dentistry students and professionals • Understanding the way in which workplace dental injuries can be prevented 	<ul style="list-style-type: none"> • Review of the literature and textbooks • Clinical photos taken and added to the project • Team brainstorming to outline what will be included in the project
Staff: Peter Cabot Students: 4	Round 3 2021 ID: 3458416 Digital Learning Uplift: Redesign of PHIP7230	<ul style="list-style-type: none"> • The project emphasizes the facilitation of student learning in the following areas: client focus communication; pitching innovation; team work; social intelligence; digital literacy; leadership skills; employability skills. • The impact of the project will aid students in learning soft skills that are required to work in industry, leadership, and improve employability and networking. 	<ul style="list-style-type: none"> • Conducted interviews with current and past placement students on what skills they wished they had learnt before they had entered their placement. Collated answers and identified key areas addressed them in the redesigned course. • The outcome of the project was that a new course that is designed to be receptive to students. The learning needs of students starting their career in industry are aligned with the course objectives and encourages the development of innovative thinkers.

Project team	Title	Aims	Outcomes
Staff: Nicole Stormon Sowmya Shetty Students: 4	Round 3 2021 ID: 3456761 Digitalising dentistry: Dental environment essentials OER	<ul style="list-style-type: none"> The aim of this project is to create an Open Educational Resource (OER). An online textbook that covers essential materials mastered throughout the DENT1050 course and other various areas of dental practice. 	<ul style="list-style-type: none"> Codeveloped the foundation of OER for dental environment essentials to be used as part of DENT1050 Practical aspects to be delivered as digitalised content such as photos and videos. The contents include infection control precautions, instrument management, ergonomics, case studies, MCQs, drawing and labelling activities, clinical tips/considerations, and take home messages.
Staff: Nancy Pachana Students: 3	Round 3 2021 ID: 3457667 Mature Student Orientation Experience	<ul style="list-style-type: none"> Our project aims to address challenges that mature age students experience at UQ. Our team is aiming to develop a video series that will enhance the older student experience and sense of belonging. 	<ul style="list-style-type: none"> We recruited 10 students to go on camera and record their answers to a set of questions that our team prepared in a format similar to the ABC show “you can’t ask that”. We edited this into a 25-minute video presentation that was ‘premiered’ to the student group and some key staff members on November 29th 2021 under the title “people like you at UQ”
Staff: Nanette Cawcutt Emma Best Students: 3	Round 3 2021 ID: 3458513 Student Engagement Vertical Interaction – Connecting UQ’s Pharmacy Community	<ul style="list-style-type: none"> Address: lack of collegiality between final-year BPharm and the Pharmacy Interns; low retention of Pharmacy Interns continuing with their post-graduate studies; culture shock experienced by Pharmacy Interns when they transition to full-time employment/with part-time study. 	<ul style="list-style-type: none"> Each student partner canvassed their cohort to identify areas of concern. These concerns were collated into a series of questions which directed to an appropriate person to answer. The questions and answers were collated into a booklet appropriate for the targeted cohort. Students willing to be mentors next year were identified and enrolled. Students wishing to be mentored were identified and matched with a mentor. A networking event was held where mentors and mentees could meet, booklets were launched and post-graduate staff and students and UQ Alumni were present for discussions.
Staff: Norman Ng Students: 3	Round 4 2021 ID: 3552864 Enhancing the student experience: Implementation	The SSP team combined analyses of student feedback with personal reflections as students to create short videos for implementation into HLTH1000. The purpose of these videos is to relay experiences of previous students to assist current and future students in having the best experience with HLTH1000 and more broadly, their learning	<ul style="list-style-type: none"> The team created 15 student videos around the themes: Academic Success, Assessment Motivations, Assessment Pitfalls, Assessment Takeaways, Determinants of Health, Employability, Health Literacy, Healthcare Funding, Organisation and Delivery, Interprofessional Practice, Interprofessional Practice Healthcare Teams, Person-Centred Care, Professional Identity, Role Clarification and Conflict Resolution, Soft Interprofessional Skills, Universal Healthcare

Project team	Title	Aims	Outcomes
	and evaluation of resources created by students	journey through their respective program of studies and professional contexts.	
Staff: Adam La Caze Jared Miles Students: 4	Round 4 2021 ID: 3545679 Becoming pharmacists: Day 1	<ul style="list-style-type: none"> • Give Y1 student a clear sense of professional identity and career pathways • Create engaging activities for students with the goal to boost student engagement from Y1 • Provide an academic course that develops useful skills to real-life pharmacy practice 	<ul style="list-style-type: none"> • Provide initial thoughts, feelings, and comments on content and activities of courses prior to development • Review updated content, activities, and teaching style • Interviews with pharmacists: scope of practice and personal experiences • Develop interview guide of general and specific questions for future production
Staff: Paul Treschman Sue Monsen Students: 5	Round 4 2021 ID: 3576867 BHSPE Connection 2021 (2)	<ul style="list-style-type: none"> • The aim of this project was to enhance Bachelor of Health, Sport and Physical Education (BHSPE) students' sense of connection to other students, alumni, and to their program, assisting their entry in, their development through, and exit from the program to have a positive impact in the workplace. 	<ul style="list-style-type: none"> • BHSPE Connection Video showcasing the aims, initiatives and outcomes associated with the BHSPE Connection project in order to enhance a sense of belonging for the BHSPE Community youtube.com/watch?v=mpYn4NNix0E • BHSPE Life Newsletter3; First and Second Year Study Group Sessions; First and Second Year Study Group Sessions; Third Year's Picnic in the Park; 3rd Year and 4th Year Prac Chat; BHSPE Race Day; BHSPE Park Run

Faculty of Humanities and Social Sciences (HASS)

In 2021, there were **37 SSP projects** based within HASS, with **124 student** and **78 staff** partner engagements.

Project team	Title	Aims	Outcomes
Staff: Garth Stahl Kenneth Pakenham Mair Underwood Andrea Strachan Sheldon Pace Students: 3	Round 1 2021 ID: 2883861 Developing resources to raise awareness around masculinities and mental health	<ul style="list-style-type: none"> We aimed to develop resources to raise awareness for the UQ student body regarding the relationship between masculinities and mental health. Our intention was to work closely with those leading on Men's Health Week (June 14th – 20th 2021) to embolden resources already in place. 	<ul style="list-style-type: none"> Panel discussion during Men's Health Week where members of the UQ Community (both staff and students) discussed their experiences Informative pamphlet that was given out on campus promoting our panel discussion and providing facts, statistics and resources for men's mental health. Created shirt for push-up challenge to raise awareness
Staff: Kelly Matthews Students: 3	Round 1 2021 ID: 2883806 Co-creation through partnership to enhance a 2nd year HASS course moving from an external to flexible mode of interaction in 2021	<ul style="list-style-type: none"> The project aimed to reimagine the traditional power dynamics of teacher and student, through a dynamic of "co-creation" and "learning together". Through a dialogic approach, students were valued as equal with the teacher, with the aim of encouraging voice, active participation, reflection, a pedagogy of listening and a power sharing relationship in the process. It is hoped the pre-service teachers (students) involved in this process can utilise these skills, throughout their own teaching, fostering collaborative classroom environments in future. 	<ul style="list-style-type: none"> Former students were encouraged to act upon data of their cohort and impart their own perspectives of EDUC2760 It is hoped that by having former students play an important role in shaping the course, that current students in EDUC2760 can enact values of active participation, and recognise their roles as knowledge-holders throughout this course and their future teaching. By facilitating a power-sharing dynamic and valuing active participation, it is hoped that current students can smoothly transition to on-campus learning after spending 2020 online. A series of short, focused 'content video' summarizes the weekly readings and connecting to the ACARA curriculum 'In conversation' videos outlining assessment tasks/criteria
Staff: Elizabeth Edwards	Round 1 2021 ID: 2883829	Primary aims: <ul style="list-style-type: none"> Introduce the ePortfolio containing all of the relevant documents for all students enrolled in EDUC7073 and EDUC7074 	<ul style="list-style-type: none"> Qualitative analysis of previous interviews suggested that the e-portfolio may benefit stakeholders within the Master of Educational Studies (Guidance, Counselling and Careers) placement courses.

Project team	Title	Aims	Outcomes
Students: 1	An electronic portfolio of professional practice skills in school guidance, counselling and careers	<ul style="list-style-type: none"> Digital supervisory authorisation (i.e., electronic verification of practicum log). Gain ethics approval to evaluate the ePortfolio; analyse the interview data from the user analysis; disseminate findings. 	<ul style="list-style-type: none"> Implemented user-requested features in e-portfolio —e.g., reflection framework, digital signatures, running total of hours. The data also suggested a change to course structure may be necessary. From this analysis, the course was divided in two and new assessments were created with use of the e-portfolio in mind. With ethics approval, a pre and post survey of the e-portfolio to gauge efficacy was conducted. This data will be analysed and reported.
Staff: Sarah Bennett Students: 3	Round 1 2021 ID: 2883962 Student Academic Study Support (SASS) Program in Criminology and Criminal Justice	<ul style="list-style-type: none"> Provide opportunities for SASS members to develop their own skills (e.g. training or workshops to assist in delivering sessions); Assist in developing the skills necessary for first-year students to excel in assessment; Provide support to first year students for their transition into university; Link students with existing resources and opportunities at the university; Explore flexible opportunities for students to engage with SASS via online sessions 	<ul style="list-style-type: none"> Identified SASS volunteers for CRIM1111. Volunteers assisted students in class from week 6-10 Creating a survey for first year students to inform us of suitable times for zoom drop-in sessions Linked students to existing sources such as: library sessions on referencing and researching. Created a manual on the processes of organizing SASS events to create a sustainable SASS. Volunteers participated consistently developed problem-solving, communication and teamwork skills
Staff: Stephen Heiman Jana Visnovska Students: 4	Round 1 2021 ID: 2883855 2835030 - Flipping and Boosting EDUC7211 and EDUC7113: the evidence round	<ul style="list-style-type: none"> SSP as a way of ongoing course improvement - building the community of practitioner researchers Live session support in breakout activities - including potential task development Support in Course Blackboard development (upload, modification of resources developed during SSP Sem2 2020) Discussion of the idea of student ambassadors model as ongoing support for the course Keeping record of academic language/writing-related issues in order to provide adequate support linguistic and cultural diverse students 	Methods <ul style="list-style-type: none"> Stakeholder collaboration; iterative collaborative selection; focus group and survey Outcomes <ul style="list-style-type: none"> Academic language demands data; academic language support; data to support the redesign of assessments; glossary to support students without a background in education EDUC7211 Glossary Flashcards Quizlet; Student support via group and individual meetings Students' comments have been very positive so far and they particularly enjoyed having a student-partner assisting them as they don't feel embarrassed to ask questions t

Project team	Title	Aims	Outcomes
Staff: Jennifer Clement Anna Johnston Students: 3	Round 1 2021 ID: 2883679 UQ Booktube Project	<ul style="list-style-type: none"> The BookTube at UQ team are working together to create a collaborative and inclusive online space in which all members of the UQ community can share their love of reading, literature and book culture. 	<ul style="list-style-type: none"> Established foundations to support the continuation of the BookTube at UQ Project: Creation of BookTube at UQ YouTube Channel; logo design; banner art; Instagram Undertook training in filming/ editing software (via MaPS) Filming of a channel trailer and video celebrating the book culture embraced by the UQ Alumni Book Fair Establishing relationships with important internal stakeholders including Alumni Book Fair, UQ Library etc. Edited trailer; filmed Book Fair video; schedule for videos
Staff: Ben Graham Yvonne Oberhollenzer Cammie Westerman Students: 3	Round 1 2021 ID: 2883859 Reimagining HASS Professional Mentoring and Development	<ul style="list-style-type: none"> We aimed reimagine the HASS Professional Mentoring and Development program – utilising the benefits of the online format, yet also incorporating in person events when possible and most effective. Ultimately, this was with the intentions of furthering the mentorship program and ensuring both mentors and mentees benefit from the experience, and we can learn how to better the program in the process. 	<ul style="list-style-type: none"> High level of participation in the in-person induction workshop. Online workshop was also well received. Holding separate events for undergrad/postgrad was not as effective as intended due to low postgrad attendance The online presence was effective, but it would be ideal to provide more in person opportunities (survey feedback) Perhaps provide prompts about what to ask your mentor Students have shown to be acting throughout the program based on their SMART goals and advice from their mentor.
Staff: Chris Frost Students: 4	Round 1 2021 ID: 2883832 We can work it out: Co-created Scenarios to Improve Conflict Resolution in Groups	<ul style="list-style-type: none"> We sought to co-develop Problem-Based Learning scenario modules that teach students conflict-resolution in group work skills. These are to be delivered by UQ's H5P platform. The activities could be embedded within courses or within guides already provided by the UQ Library to benefit the UQ student community. 	<ul style="list-style-type: none"> Started conceptual design by individually writing scenarios shaped by personal experiences / research. Grouped scenarios and filled in gaps with pathways to end states. Mapped scenarios with Miro and thematic analysis. Assigned story-writing between team members; edited storyboard using template developed in previous project. Completed training in recording software (Adobe Audition). Voice-recorded storylines; developed visual assets; sourced images from pexels.com. Compiled resources into H5P.

Project team	Title	Aims	Outcomes
Staff: Noriko Iwashita Seb Dianati Students: 4	Round 1 2021 ID: 2883823 Designing active and collaborative in class activities in SLAT7807 for ongoing forms of formative assessment and in-class engagement	<ul style="list-style-type: none"> This project aimed to revitalize the course "Classroom Second Language Processes: Theory, Research, Practice" (SLAT7807) through addressing challenges experienced by former students and staff who taught the course. 	<ul style="list-style-type: none"> Analysed 2020 SECATs, mid-semester course evaluations and interview data with former students and tutors. Identified five main areas of improvement for the course, and selected three of the areas to work on in this project. <p>The three achieved outcomes:</p> <ul style="list-style-type: none"> Padlet with resources to assist students with mini-research assessment item Online H5P module to help students understand the goals and benefits of peer feedback Padlet with resources to assist students with poster presentation assessment item
Staff: Yvonne Oberhollenzer Kal Dawson Students: 3	Round 1 2021 ID: 2883871 Reimagining HASS Student Leaders	<ul style="list-style-type: none"> Raise awareness of the complementary nature, content and experiences delivered within the Volunteering, Student Representation, and Leadership Intensive + Competition programs Empower students with theoretical knowledge and practical experiences that can be applied in their life beyond UQ Creating a scalable program to ensure future sustainability Overcome cultural barriers and create an inclusive gateway of information and opportunities accessible to offshore students 	HASS Student Representative Forum for Staff: <ul style="list-style-type: none"> An opportunity for staff to pose questions to representatives, from which they could take this information forward to enrich future work. Student Futures Team liaised with the Teaching and Learning Committee to establish themes staff were interested in discussing. Student opinion gauged via curation of relevant survey questions by the Student Futures Team and the roll out of this survey by the HASS student representatives. 100% of feedback on the forum was positive.
Staff: Shirley Moran Jimi Bursaw Students: 3	Round 1 2021 ID: 2883854 HASS Videolife - exploring the video medium to help students navigate the complexities of their student experience	<ul style="list-style-type: none"> This project aims to help students navigate their university life through a fun and informative content. We continue creating videos with hope that we can enable both domestic and international students to adapt to their university life and engage more with the university contents. 	<ul style="list-style-type: none"> Brainstormed ideas, develop plans and make decision. Gathered information from fellow students and staff to gain insights that needed for students' university life. Teamed up with SSP team for HASS digital and media communication to share our videos to a wider audience We utilized videography equipment and software to produce quality videos.

Project team	Title	Aims	Outcomes
Staff: Yvonne Oberhollenzer Daphne Kwong Students: 3	Round 1 2021 ID: 2883876 Strengthening the HASS Digital Community	<ul style="list-style-type: none"> Building and maintaining HASS following numbers and engagement Diverting traffic to articles on the HASS website Creating an incentive for the DC volunteers to engage in weekly meetings and content creation Address lack of international student presence Highlight clubs/societies and their events 	<ul style="list-style-type: none"> We made several changes to the way we ran the project this year, which helped us increase our likes and reach. We experimented with new methods, including reels, which were well received by followers. This also gave our volunteer team a chance to experiment with new mediums. Integration of previous separate content teams. This allowed us to synthesize our website/Instagram content. Implemented selection process for volunteer team to ensure skills and commitment levels were appropriate for the scale.
Staff: Ben Graham Students: 1	Round 1 2021 ID: 2883819 HASS Discord Server	<ul style="list-style-type: none"> Aimed to address the issue of students isolated by distance and needing to connect or reconnect with their fellow students via a HASS discord server. 	<ul style="list-style-type: none"> Daily posts in different forums on Discord to encourage conversation between the students, movie nights throughout the semester, and group chats at different intervals. Sections within the discord for people studying the same things to connect and talk about subjects several people may have been studying or had previously studied and could offer advice on to those taking it currently Evaluation of long-term sustainability. Attempt to find student volunteers to assist with future events.
Staff: Caroline Wilson-Barnao Students: 4	Round 2 2021 ID: 2920402 Co-creating COMU3150 Social Media Communication	<ul style="list-style-type: none"> This co-creation project aims to provide a student voice in the forthcoming COMU3150 Social Media Communication course for future communication professionals. 	<ul style="list-style-type: none"> 4x educational videos – focusing the business models of one or two social media platforms 36x formative quiz questions and responses – emphasising the fun, interesting, and quirky side of Internet culture in line with the course’s three modules A more engaging COMU3150 future students, with students’ representation in videos and quiz questions offsetting academic concepts and literature.
Staff: Anna Johnston Jennifer Clement Students: 4	Round 2 2021 ID: 2918979 Enhancing English Literature: Education, Alumni, and Re-orientation 2021	<p>In this project, our team focused on</p> <ul style="list-style-type: none"> Bringing more UQ alumni having studied English/English Literature into the student sphere to strengthen connections and give insights about career pathways for this major. Create stronger connections between students in the Education department and students in the English major to increase HASS students’ sense 	<ul style="list-style-type: none"> For the alumni engagement goal, we conducted a survey of alumni of the English and English Literature majors. We received 17 responses suitable for a variety of uses. Survey responses are informing our planning for future alumni-related events in conjunction with the HASS faculty. We also plan to share this data--specifically quotes regarding student experience--with members of the SCA who would find value in them, such as the marketing team.

Project team	Title	Aims	Outcomes
		of belonging and understanding of the interconnectivity between these areas of study.	<ul style="list-style-type: none"> Converted raw data into a PowerPoint to share with the cohort of ENGL1500 and the English and Literature Society
Staff: Natsuko Akagawa Mayumi Parry Students: 3	Round 2 2021 ID: 2918931 Enhancing the student learning experience for intermediate Japanese language courses	<ul style="list-style-type: none"> This project sought to engage students and staff in a partnership project to enhance teaching and learning practices of two crucial compulsory intermediate Japanese language courses, namely JAPN3010 and JAPN3020. 	<ul style="list-style-type: none"> The outcome of the project has seen the team successfully exchange/incorporate ideas and approaches to co-design and co-develop online material the JAPN3020 course. This will ensure that students enrolled in this course will have a more authentic/engaging online learning experience For the partner students, the experience has contributed to the development of their management skills, leadership capacities. For the staff, the project has provided an opportunity to gain better insight into students' perspectives.
Staff: Garth Stahl Gayle Crooks Ian Hardy Students: 5	Round 2 2021 ID: 2920404 EDUC7212 Literature review: an e-learning course development	<ul style="list-style-type: none"> Understand students' diverse needs – how could past students have been better supported based on the course resources and their prior knowledge coming to the course? Elaborate clear course objectives; choose the best course authoring tool; create a course template based on ItaLI guidelines; create a storyboard/module outline covering essential aspects of the literature review; develop content for each module; design activities that help students with the literature review. 	<ul style="list-style-type: none"> Survey to last year's EDUC7212 cohort on aspects of the literature review they found difficult and resources that supported them Results were qualitatively analysed. Resources for academic writing, literature review writing, researching and referencing were compiled to support students Module structure was designed in line with course objectives Methods of module delivery (H5P, Blackboard, Adobe Spark, Microsoft Teams, EdX) were researched and evaluated with an eventual plan of using H5P items embedded into an EdX course. Design activities and develop content – in progress
Staff: Valeria Sinkeviciute Students: 3	Round 2 2021 ID: 2918974 From students to students: Collaborative co-design of core materials and assessment in SLAT7899	<ul style="list-style-type: none"> This project focused on a large postgraduate course (70-100 students) on language and communication – SLAT7899. The main objectives of this project were to contribute new core materials to the course' learning resources and, most importantly, to provide a better guidance to the students on how to accomplish and approach the assessment. 	<ul style="list-style-type: none"> Problem identification: Problems were identified based on (1) student partners' experience (2) feedback from the teaching team and (3) difficulties mentioned by other students in interviews. Video creations: Based on the difficulties identified, two tip-videos were prepared for future students: one introductory video providing tips that may be useful throughout the course one assignment-related video helping students understand the aim of assignments. Additional material: as a new topic has been added to the course, new readings and data sets were suggested

Project team	Title	Aims	Outcomes
Staff: Claudia Vasquez Annita Stell Students: 4	Round 2 2021 ID: 2918994 We need to talk...Improving peer collaboration through Teams implementation for a successful learning experience.	<ul style="list-style-type: none"> This project aimed to explore the facilitating effect of the platform Microsoft Teams (MT) on peer collaboration and project management in a Language Learning and Teaching course at postgraduate level (SLAT7001). 	<ul style="list-style-type: none"> Survey: To collect feedback regarding the implementation of MT, a survey was distributed among SLAT7001 students. Thematic analysis was conducted on data from 25 students Semi-structured interviews: Questions were designed to gain a better understanding of students' needs for educational resources. Thematic analysis was conducted. Reflective practice: Through semi-guided individual reflective practice, student partners reflected on their own experience of MT platform. This supplemented course collaborators' perceptions and informed design of outcomes. Developed a set of resources on HP5 to guide students in the effective use of MT in future iterations of the course. Resources included: introductory video to MT platform and materials, module introducing MT functions; interactive module presenting MT Collaborative functions
Staff: Ian Hardy Garth Stahl Gayle Crooks Kelly Matthews Students: 5	Round 3 2021 ID: 3458403 EDUC7212 Literature review: an e-learning course development	<ul style="list-style-type: none"> Test course's effectiveness by letting the EDUC7212 student cohort access the course Gather student feedback, find areas for improvement Improve course to meet students' needs, expand course content, develop interactive activities 	<ul style="list-style-type: none"> Give students access to the short course through Blackboard for feedback. Improve the short course developed through H5P to meet students' needs and areas previously not addressed. Developed our capabilities as team members and Student Partners.
Staff: Rebecca Olson Students: 3	Round 3 2021 ID: 3456855 Calling future social change-makers	<ul style="list-style-type: none"> The overarching challenge that our project aimed to address was demonstrating the varied, yet often unknown, opportunities available to BSocSci students after graduation. We wanted to address this issue through an event which also allowed students, staff and alumni to socialize and network with each other, an opportunity which has been previously hindered by the pandemic and the subsequent transition to online learning. 	<ul style="list-style-type: none"> Identified and contacted suitable panellists. Reached out to UQ BSocSci alumni; researched career pathways of panellists via LinkedIn ensure diversity. Approached a QLD Policy Grad Program representative via phone. The main outcome that we achieved was the Networking and Speaker event for the BSocSci (09/09) This event included networking where students, staff and alumni had an opportunity to connect for 1hr at Pizza Café. Three BSocSci alumni and one Queensland Graduate Policy Program representative spoke about their pathways since

Project team	Title	Aims	Outcomes
			<p>graduating and opportunities for graduates. Students had the opportunity to ask questions following each speaker.</p> <ul style="list-style-type: none"> Over twenty students, staff and alumni were present at the event, and a zoom recording was also made available.
<p>Staff: Sarah Bennett</p> <p>Students: 4</p>	<p>Round 3 2021 ID: 3457655</p> <p>Engaging student feedback on the current and future Bachelor of Criminology and Criminal Justice (Hons)</p>	<ul style="list-style-type: none"> This project seeks to help co-develop and create student-centric opportunities for our BCCJ(Hons) graduates and current students to share their thoughts and opinions about their degree. 	<ul style="list-style-type: none"> There were 7 focus group participants in total, all female, with 3rd year students forming the majority. Key takeaways of the focus groups were the overwhelming support and satisfaction with staff, the consensus that the degree has strong foundational knowledge, and the desire for expansion of electives and the potential for dualing with a related or complimentary degree.
<p>Staff: Sarah Bennett</p> <p>Students: 3</p>	<p>Round 3 2021 ID: 3461366</p> <p>Student Academic Study Support (SASS) Program in Criminology and Criminal Justice</p>	<ul style="list-style-type: none"> This SSP aimed to develop a sustainable Student Academic Study Support (SASS) program for students in Criminology and Criminal Justice courses at UQ which has previously been challenging to sustain in a staff-led format Improve engagement with the first-year cohort; create a “manual” to ensure sustainability; create a means of recognizing the volunteers, facilitate drop-in sessions with first year students 	<ul style="list-style-type: none"> The SASS team provided structured academic support to first year Criminology students via facilitated study sessions. Established new ways to manage sessions on StudentHub The SASS team liaised with UQ staff to determine a means of recognising volunteers, deciding upon a certificate. A SASS resource manual was also created, outlining all the processes within SASS, including recruitment, advertising, organizing drop-in sessions and other resources that will help sustain SASS in the future.
<p>Staff: Jennifer Clement</p> <p>Students: 4</p>	<p>Round 3 2021 ID: 3461301</p> <p>UQ Booktube Project</p>	<ul style="list-style-type: none"> Through semester 2, 2021, we wanted to establish our channel name, and launch full length videos at a regular schedule, and increase our visibility on social media and in the UQ reading community. Work together to create a collaborative and inclusive online space in which all members of the UQ community can share their love of reading, literature and book culture. 	<ul style="list-style-type: none"> Branding and marketing of Sandstone Pages from Booktube at UQ YouTube channel (design of logo and banner art) The development of Sandstone Pages Instagram account Community outreach through social media channels Filmed, edited and published four videos to our channel. All filming has invited participation from across the UQ community to create an open and inclusive environment.
<p>Staff: Kaleja Dawson</p>	<p>Round 3 2021 ID: 3461313</p>	<p>Our aims for our project extension included:</p>	<ul style="list-style-type: none"> Leading Your Career Forum: 3 x 2hr sessions (adapted from S1 event), including sessions on Leadership Theory, networking, and personality styles. High conversion of

Project team	Title	Aims	Outcomes
<p>Yvonne Oberhollenzer</p> <p>Students: 3</p>	<p>Enhancing engagement, innovation and value add strategies in the HASS Student Leaders Program</p>	<ul style="list-style-type: none"> • Raise awareness of the nature, content and experiences delivered within the HASS Student Leaders Program. • Creating a scalable program by creating a customisable leadership experience. • Empower students with theoretical knowledge & practical experiences to improve employability. • Overcome cultural barriers and create inclusive opportunities, particularly accessible to international/ offshore students. 	<p>registration/attendance. Survey results show students received value; interested in attending again.</p> <ul style="list-style-type: none"> • Portfolio Projects: Replaced competition in S1 and was more successful. 42 Students signed up; 24 students completing over 11 Projects; reach of ~100 students. • Student Representatives: Similar to S1 with changes to PD (from 1hr Zooms to short documents distributed to reps via messenger chat). Higher engagement; will continue in 2022. Reps collected and presented data on the HASS student body to an audience of staff. We had similar attendance to our S1 Forum and staff agreed that the session was useful. • HASS Volunteers: Engaged in Orientation, Cohort Connection, Portfolio Projects, HASS Celebration, Volunteer Week. Ran a social media campaign to celebrate volunteers. Identified that not enough opportunities for the number of volunteers. Options moving forward include partnering with HASS organisations to engage volunteers or provide more opportunities to a smaller cohort.
<p>Staff: Natsuko Akagawa Mayumi Parry</p> <p>Students: 3</p>	<p>Round 3 2021 ID:3461309</p> <p>Enhancing the student learning experience for intermediate Japanese language courses</p>	<ul style="list-style-type: none"> • This project sought to engage students and staff in a partnership project to enhance teaching and learning practices of two crucial compulsory intermediate Japanese language courses, namely JAPN3010 and JAPN3020. The end goal of this SSP project was for staff and students to co-design and co-develop online material to ensure that students will have a more authentic and engaging online learning experience. 	<ul style="list-style-type: none"> • The outcome of the project has seen the team successfully exchange and incorporate ideas and approaches which has enabled them to co-design and co-develop online material the JAPN3010 course. • This will ensure that students enrolled in this course will have a more authentic and engaging online learning experience.
<p>Staff: Rebecca Olson</p> <p>Students: 4</p>	<p>Round 3 2021 ID: 3460022</p> <p>Engaging student feedback on the current and future Bachelor of Social Science (BSocSc)</p>	<ul style="list-style-type: none"> • The aim of this project is to complement the Bachelor of Social Science's (BSocSc) 2021 Academic Program Review (APR) conducted by the BSocSc Academic Program Review Committee enhance the program Bachelor of Social Science's (BSocSc). Specifically, improve student engagement and experiences, and increase the competitive edge of graduates of the program by better preparing them for their careers/enhancing employability prospects. 	<ul style="list-style-type: none"> • Conducted a study on experiences of the BSocSc program and career pathways. Included alumni, students, industry, and affiliated international students (Chula) • Prepared and distributed surveys including open closed-ended and Likert Qs. Current student Qs on experiences of program + impacts of dual-mode learning. Alumni Qs on experiences of program + how this influenced career. Chula student Qs on experiences of program + motivations for participating in this collaboration. 9 responses by students, 27 by alumni, and 2 by Chula students.

Project team	Title	Aims	Outcomes
			<ul style="list-style-type: none"> Prepared semi-structured interview guide. Conducted interviews with 5 industry partners on desirable attributes BSocSc graduates hold, how BSocSc graduates compare to other graduates, what skills they look for in graduates. Survey and interview data was analysed and presented in a report. Report was conducted as a part of the BSocSc APR.
Staff: Camille Westerman Yvonne Oberhollenzer Students: 2	Round 3 2021 ID: 3461337 Expanding the scale and reach of HASS career mentoring	<ul style="list-style-type: none"> Our project aimed to effectively connect an increasingly large cohort of HASS students with relevant industry professionals. The program paired students with industry professionals working in relevant areas or sharing the same study background and interests. 	<ul style="list-style-type: none"> Ran program operations (recruitment, communication, reporting etc.) Created a cultural awareness training, to help participants understand barriers international students may face. Created resource for mentees on LinkedIn profiles/resumes. Developed and presented workshop on networking Developed and presented mentee and mentor inductions. Feedback from participants demonstrated high value and positive experiences for both mentees and mentors
Staff: Noriko Iwashita Seb Dianati Students: 4	Round 3 2021 ID: 3458507 Designing active and collaborative in class activities in SLAT7807 for ongoing forms of formative assessment and in-class engagement	<ul style="list-style-type: none"> The extension of this project aimed to revitalize the course SLAT7807 through addressing challenges experienced by former students. (1) being confused about the learning objectives and how different this course was in comparison to others in the Applied Linguistics program; (2) being concerned about how to complete assessments; and (3) lacking opportunities to improve critical thinking through weekly reading assignments. 	<ul style="list-style-type: none"> Revised poster presentation, article presentation and mini-research assessment guidelines; Completed the online module on peer assessment; Recorded an introductory video about the learning objectives and course content (script here); Provided suggestions for weekly reading assignments questions and in-class activity improvement.
Staff: Noriko Iwashita Seb Dianati Franciele Spinelli	Round 4 2021 ID: 3549507 Active and collaborative in-class activities and assessment tasks	<ul style="list-style-type: none"> This student-staff-partnership project aimed to create a wide range of materials for SLAT7835 (Language Assessment and Testing). 	<ul style="list-style-type: none"> Output 1: Reflection task: Student partners reflected on the challenges experienced during SLAT7835. This was led development of project plan, target tasks and outcomes. Output 2: Semi-structured interview: Student partners interviewed former SLAT7835 students and one staff member. These interviews allowed partners to reflect on the

Project team	Title	Aims	Outcomes
Students: 5	to create job-ready graduates		<p>experiences of the course from different perspectives. From this point, the outcomes of this project were defined.</p> <ul style="list-style-type: none"> Output 3: Introductory Video: Student partners created an introductory video for future students sharing their vision and perspective about the course, as well as overall aims, assessments, learning strategies and how to work in groups.
Staff: Locky Kaye Yvonne Oberhollenzer Students: 3	Round 4 2021 ID: 3558128 New project supporting first year students struggling with their transition to HASS	<ul style="list-style-type: none"> This project aimed to investigate how to support the first year student cohort at HASS. First years are known to struggle with their transition to life at university. The main aim of the project was to encourage students and provide support so that they maintain enrolment. Our team aimed to create an accessible resource document for students, providing support for all different types of needs as the semester progresses. 	<ul style="list-style-type: none"> Read and analysed literature to gain an understanding of student struggles and what the research says about student support/success. We also analysed data from surveys and support requests made by UQ students to understand the volume and nature of requests throughout semester. The outcome included a tailored HELP document, outlining key support resources and instruction messages for students, divided by weeks, assessment periods and dates. This list was designed to be as inclusive as possible and in line with the data from the support requests
Staff: Ilana Mushin Seb Dianati Franciele Spinelli Students: 2	Round 4 2021 ID: 3552706 Analysing real-time social interaction: A module for teaching honours research methods in HASS Faculty	<ul style="list-style-type: none"> This project aimed to co-create and co-design a discipline-neutral online module on research methods for Honours students. This module focuses on helping students understand how to approach the collection, transcription, annotation, and analysis of real-time social interactions. Specifically, this SSP project focused on understanding what student partners would do if they were the teacher in this course and how they would like the activities and materials to be structured in an online module. 	<ul style="list-style-type: none"> Student partners provided suggestions regarding the structure of the module, and the style of the activities Brainstormed ideas regarding student engagement in online learning; an influential article in the field and how it could be implemented in the online module; and ideas on how to show benefits of doing your own transcription. Recorded a focus group on cultural/linguistic diversity in UQ. Created a consent form to be administered to participants in the recording of naturalistic conversation. Recorded a conversation involving both student partners in production to be to illustrate effective AV techniques. Planned an H5P activity on data collection techniques
Staff: Richard Martin Students: 3	Round 4 2021 ID: 3576921 Centering students in human-centred design	<ul style="list-style-type: none"> The aim of this project was to source student opinions on fieldwork within the Anthropology degree, and to suggest ways to better implement these opinions into relevant anthropology courses. 	<ul style="list-style-type: none"> Created and disseminated a Google Form survey for students in Anthropology courses, with questions centering around their fieldwork experiences and expectations. Conducted interviews with respondents from a variety of anthropology courses. These aimed to draw upon the themes present in the survey responses in more depth.

Project team	Title	Aims	Outcomes
			<ul style="list-style-type: none"> 39 responses across survey and interviews. Data was analysed and themed. Five emergent themes and supporting evidence were discussed. Drew upon evidence to suggest solutions to identified issues. Collaborated on a presentation, which was shown to several staff members within the Anthropology school. Worked on a short report outlining the key themes and suggestions.
Staff: Jimi Bursaw Yvonne Oberhollenzer Students: 3	Round 4 2021 ID: 3558182 Reimagining HASS Student Academic Advice and Support	<ul style="list-style-type: none"> This project aimed to holistically support students in their study journey within HASS by co-designing a new initiative to enhance academic advising for students. Specifically: identify the risks, challenges and opportunities in providing academic advice; co-design models/strategic approaches for academic advice; include pilot starting points for Semester 1 2022; deliver a report to the faculty 	<ul style="list-style-type: none"> Surveyed students (Instagram poll); Explored literature on best practices in tertiary advising; Interviewed best practice holders at UQ to understand different internal models of advising; Did a social media scan (UQ Stalkerspace and UQ Coursespace) on students' reactions to HASS Advising; Identified risks associated with current practices and the challenges/opportunities other modes Discussed current practices, benefits/pitfalls with HASS staff deliver a report to the faculty on ways forward with advising.
Staff: Bridget Healey Peter Crosthwaite Neville Smith Ben Cossalter Jack Wang Students: 4	Round 4 2021 ID: 3552818 Academic English MOOC Evaluation	<ul style="list-style-type: none"> This project aimed to provide opportunity for feedback on the new ACE101x MOOC from a diverse range of students from different contexts. 	<ul style="list-style-type: none"> Student partners used a feedback form designed by the course's Learning Designer. Went through entire course (including assessment) and provided individual feedback. This was compiled into a single document for ease of reference. Student partners presented and discussed their feedback, highlighting what they felt was the most important feedback across the course and produced an executive summary.
Staff: Anna Johnston Jennifer Clement	Round 4 2021 ID: 3548870 Enhancing the First Year English	<ul style="list-style-type: none"> Increase the sense of belonging of our English and English Lit students by running events to bring people in and to increase our career information. 	<ul style="list-style-type: none"> The team co-developed several events throughout semester two. These included a "Climate Through the Pages Seminar", a "Careers in English and English Literature Seminar" and a trivia night between EELS and QUTBC (Queensland University of Technology Book Club).

Project team	Title	Aims	Outcomes
Students: 2	Experience: HASS Alumni and Career Pathways		
Staff: Andrew Fairbairn Deanne Gannaway John Graham Students: 6	Round 4 2021 ID: 3560169 DLU Project - HASS0027 - Keeping Country SFC	<ul style="list-style-type: none"> The aim is to revise and update the online course <i>Keeping Country</i>, an introduction to Indigenous cultural heritage management in Australia, drawing on a range of perspectives from student and staff partners to improve the relevance, reach and effectiveness of this new SFC/MOOC offering. Designed in partnership with students and staff from diverse backgrounds, the course will make introductory themes in cultural heritage and first nation's perspectives available online 	<ul style="list-style-type: none"> Recommendations for revision of each module and the whole course from the project group. Direct contributions to the learning material, including learning activities, online interactions, course design etc. A working method for this type of partnership: revisions/input for UQ courses from diverse stakeholders. A process for Indigenising the curriculum in other contexts A deeper understanding of the importance of considering potential audiences in course design.

Faculty of Medicine (MED)

In 2021, there were **21 SSP projects** based within MED, with **76 student** and **64 staff** partner engagements.

Project team	Title	Aims	Outcomes
Staff: Christian Gray Students: 3	Round 1 2021 ID: 2883877 UQ MD Phase 1/ United States Medical Licensing Examination (USMLE) Step 1 curriculum map	<ul style="list-style-type: none"> To produce an effective 2-year plan for medical students to efficiently integrate the UQ material with resources that build a foundation of medical knowledge and target USMLE Step 1 preparation. The aim of this project is to impact new medical students' ability to build a foundation, expand that foundation with targeted resources, and to practice recalling their knowledge via higher-tiered learning techniques such as spaced repetition and practice questions. 	<ul style="list-style-type: none"> The SSP team worked collaboratively to provide a practical tool for students to use throughout the first semester of the MD program. Based on feedback from students and resources recommended by Ochsner Clinical School a comprehensive guide was developed for MEDI7111, structured to provide weekly learning opportunities and resources. Additionally, a learning plan was provided outlining areas of high-yield learning for Step 1 preparation.
Staff: Awais Saleem Babri Mark Midwinter Students: 4	Round 1 2021 ID: 2883881 Deconstructing the nervous system (NS) to improve learner perceptions and outcomes	<ul style="list-style-type: none"> Our group aimed to produce a neurology-based curriculum that focuses on outlining relevant skills and concepts required at an intern level for Phase II medical students, and then map these skills onto each hospital placement in Years 3 and 4. 	<ul style="list-style-type: none"> Royal Australasian College of Physicians (RACP) Neurology Curriculum for Advanced Trainees was used as a guide to see clinical skills/knowledge should be known at internship level. Utilized Medicine and Medical Specialties curriculum document provided by UQ as a template for Neurology components in each medical rotation. Identified parts of the curriculum relevant for each placement in Y3/Y4 MD students.
Staff: Nina Hall Students: 4	Round 1 2021 ID: 2883825 How to effectively teaching about wicked problem in health: Capturing our experience for other educators	<ul style="list-style-type: none"> Our project collated data to create a co-authored peer-reviewed journal article for health educators on ways to effectively teach about multidisciplinary collaboration for wicked health problems for undergraduate students. We aimed to develop diverse educational approaches to keep students both engaged and motivated when learning about sobering topics. We were interested in how this knowledge extends beyond the classroom, translating knowledge into tangible skills that the students can use in their everyday lives. 	<ul style="list-style-type: none"> Created survey based on research instruments in literature. Prepared an ethics application to be able to publish our data, which gained approval by the UQ ethics committee Conducted survey amongst two cohorts (current/past PUBH1110 students). Held focus group discussions to analyse and draw conclusions. Using the qualitative data analysis tool, NVivo 12, we coded / categorized data for extraction of key points. Drafted journal article and associated teaching notes (for the pedagogical target journal). The course was redesigned with effective tools and has had an overwhelmingly positive response.

Project team	Title	Aims	Outcomes
Staff: Claire (Rachel) Aland Kate Sweeney Students: 3	Round 1 2021 ID: 2883858 Investigating Correlations Between Formative Quiz Performance and End of Semester Exam Performance	<ul style="list-style-type: none"> This project extension aimed to identify if a correlation exists between performance on formative histology material and summative histology material in Phase 1 students in the Faculty of Medicine. Our goal was to inform and improve future formative histology material. 	<ul style="list-style-type: none"> We utilized students de-identified scores on formative histology material and compared this to their scores on summative material (MEDI7111; MEDI7211 in 2020). Statistical analysis was done using R software. Conclusions: students who did well on summative exams also did well on histology; students who did well on their first attempt at formative quizzes also did well on summative exams; there was a positive correlation between the number of formative quizzes and overall summative and histology grades; students who attempted all SmartSparrow sessions were more likely to acquire a grade of 6/7 in both histology and overall
Staff: Tracey Di Sipio Students: 4	Round 1 2021 ID: 2883822 Synchronous co-evaluation and enhancement of a new health course	<ul style="list-style-type: none"> The aim of our partnership was to understand the backgrounds of the current student cohort to integrate enhanced learning activities and assessment tasks. 	<ul style="list-style-type: none"> Developed a Background Survey to gain more insight into the new student cohort enrolled in PUBH1109, specifically what skills and knowledge they had prior to starting. Undertook ethics approval process. The Background Survey was launched at the beginning of week 5 using Checkbox and received a response rate of 71.8%. A Follow-up Survey is planned to be conducted in week 13 to investigate changes in skills and knowledge. Designed learning activities to improve generic skills that students had reported in the Background Survey as having little current ability in to fill learning gaps Compared two assessments tasks from last year and this year to identify areas where improvements had been made. Provided feedback in making changes to the assessment instruction and suggestions for tutorial consultations
Staff: Iulia Oancea Suja Pillai Mark Midwinter Claire Aland Elizabeth Barber Students:	Round 1 2021 ID: 2883835 Supporting integration through blended learning	<ul style="list-style-type: none"> This project proposed to enhance the integration of widely separated disciplines (biomedical, clinical, public health and research) via the development of edX resources for use within the blended learning approach of the Integrated Clinical Studies course. 	<ul style="list-style-type: none"> The ultimate outcome of our project is a comprehensive module on Breast Cancer which includes: realistic patient encounter; history taking skills, investigations, and physical examination revisions; integration of anatomy, pathology, histology, and epidemiology; chance for students to self-test throughout the module; video tutorials; bridging of textbook knowledge to clinical medicine

Project team	Title	Aims	Outcomes
4			
Staff: Amalie Dyda Students: 4	Round 1 2021 ID: 2883836 Supporting medical students' scientific literacy and confidence communicating about research	<ul style="list-style-type: none"> Through a collaborative effort between students and staff, this project aims to develop learning activities and resources to improve students' skills and confidence in reading, appraising and synthesising health research 	<ul style="list-style-type: none"> Survey results from second and third year medicine students identifying areas to address in resource development. Basic plan for the structure and content of critical appraisal learning resource to be translated into Edge EdX next semester
Staff: Lisa Buckley Students: 4	Round 2 2021 ID: 2918918 Compassion-focused learning in undergraduate health	<ul style="list-style-type: none"> 'Improved' group work Clarify what "improved" means to students (satisfaction, grades, participation?) Develop weekly self-reporting goals to include reminders/triggers around EQ development and compassion goals Build on the literature: add to the literature about compassion and group work, beginning with a review of literature and contributing with findings from the above data collection. 	<ul style="list-style-type: none"> Survey study centred around students' attitudes towards group work rather than students' experience of specific group projects. Selected the measures of aspects of compassion and experiences in group work. Measures were taken from a review of the published literature. Focus group planned for Semester 2 2021 to assess overall understanding of compassion and concepts of "EQ"; explore past experience of group work, identifying what worked and why, what didn't and why. Plan to include a diverse group across demographics of current PUBH3005 students (2021) and potentially 2020 PUBH2004 or PUBH3005 students.
Staff: Amy Hickman Francis Nona Students: 3	Round 2 2021 ID: 2920393 Gaining insight into the teaching of reflection/reflexivity to enhance student experience within the Faculty of Medicine	<ul style="list-style-type: none"> This student staff project seeks to illuminate the "how" and "why" of teaching reflection/reflexivity in the School of Public Health and Medical Program curriculum by exploring teaching staff experiences in teaching reflexivity and students experiences around learning reflexivity in the classroom. 	<ul style="list-style-type: none"> Scoped available literature to create an interview guide covering themes of reflexivity, classroom practices, and cultural safety. Staff members from the Faculty of Medicine and School of Public Health were recruited via email. Student partners interviewed, recorded and analysed 13 academics. Two focus groups were held with students currently enrolled or newly graduated from the Master of Public Health or Doctor of Medicine programs. Used the perspectives and skills of our participants, as well as research around reflexivity, to create a framework for a toolkit. It is oriented towards educators, and specific to the academic environment. The team has deepened their own understanding of reflexivity. We are hoping to document the generative

Project team	Title	Aims	Outcomes
			processes of our conversations with each other and our participants in a research write up.
Staff: Michaela Kelly Melanie Hoyle Penny Mainstone Anna Hatton Jodie Copley Brooke-Mai Whelan Kim Sutherland Students: 5	Round 2 2021 ID: 2883499 Working together to support patients with life-limiting illness – the Development of an interprofessional education workshop for health profession students	<ul style="list-style-type: none"> This project aims to investigate health professional student exposure to palliative care and the care of patients with life-limiting illness and student perceptions of their learning needs relating to interprofessional education (IPE) in this context. 	<ul style="list-style-type: none"> Literature review to explore educational interventions and strategies used for interprofessional learning in context of life-limiting illness and palliative care. Developed online survey for third/fourth year Allied Health students to ascertain their exposure to, and experience of caring for patients with life-limiting illness or palliative care. Development of interview questions for faculty staff regarding life-limiting illness, palliative care and interprofessional learning opportunities. Identification of appropriate staff to interview. Prepared ethics application.
Staff: Christy Noble Cat Lunter Students: 4	Round 2 2021 ID: 2883856 Developing OSCE assessment literacy	<ul style="list-style-type: none"> Our project aimed to address an ongoing shortcoming in objective structure clinical examination (OSCE) literacy and preparedness in third year medical students. 	<ul style="list-style-type: none"> Undertook review of the tutorials from last year's iteration of this project. Edited to facilitate in-person and online tutoring. Implemented a five-session series of peer-led tutorials, emphasizing a "ProSCCE" (i.e. peer led multi-role practice OSCE) approach. A total of 167 students participated. Wrote and filmed mock OSCE station videos to demonstrate the format and performance expectations.
Staff: Elizabeth Barber Susan Jordan Iulia Oancea Amalie Dyda Students: 4	Round 3 2021 ID: 3458393 Supporting medical students' scientific literacy and confidence communicating about research	<ul style="list-style-type: none"> This project aims to develop learning activities and resources to improve students' skills and confidence in reading, appraising and synthesising health research. 	<ul style="list-style-type: none"> Refined EdX resource for trial use in HSR semester 1 2022. Based on feedback from trial run, the resource will be used in Year 1 and Year 2 of the MD Program.

Project team	Title	Aims	Outcomes
Staff: Michaela Kelly Penny Mainstone Anna Hatton Jodie Copley Melanie Hoyle Brooke-Mai Whelan Kim Sutherland Students: 5	Round 3 2021 ID: 3458495 Working together to support patients with life-limiting illness – investigating student learning experiences and needs to guide the development of interprofessional education opportunities for health students	<ul style="list-style-type: none"> This project aims to develop learning activities and resources to improve students' skills and confidence in reading, appraising and synthesising health research. 	<ul style="list-style-type: none"> Development and finalisation of a survey for staff regarding life-limiting content in courses and IPL opportunities. Expansion of answers to some questions during the interview process Submission and acceptance of an ethics application via MyResearch portal UQ Deployment of Worthwhile survey for students (116 surveys commenced 73 completed) and staff (15 staff participants) Interview of staff survey participants by student partners Staff will review surveys and compile a report of the findings
Staff: Alex Osika Charlotte Young Kay Colthorpe Students: 4	Round 3 2021 ID: 3458364 Improving employability outcomes of biomedical science graduates	<ul style="list-style-type: none"> This student staff partnership was created to address the lack of information present, regarding the different career pathways that are available for current Biomedical Science students. 	<ul style="list-style-type: none"> Created an alumni survey about the alumni's post-undergraduate experience. Received promising engagement in this survey with 44 responses and 26 of those shared their contact details to be included in future. Created student survey to collect data on what type of employability resources students would prefer and ideas for interview questions. Received 50 responses.
Staff: Sophia David Amirtharajan Joan Li Students: 4	Round 3 2021 ID: 3458373 Developing learning resources addressing the under presentation of skin condition in skin of colour	<ul style="list-style-type: none"> This project aimed to address the lack of clinical dermatology representation in patients of darker skin tones in the current MD curriculum by developing additional learning resources (clinical cases and dermatology image bank) that can be used either in small group learning or formative assessment within the Skin Module of the MD. 	<ul style="list-style-type: none"> Co-developed two Long Case learning resources for the skin module, Clinical Science 3 course of the MD program. Co-developed clinical dermatology image bank to support learning about the clinical presentation of skin conditions in skin of colour, incorporated socio-cultural discussion into learning resources, representing the diverse presentation of skin of colour, incorporate self-reflection of perspective and confidence in treating skin of colour in clinical environments.
Staff:	Round 3 2021	<ul style="list-style-type: none"> Develop Case Based Learning (CBL) that addresses common thought patterns, emotions, 	<ul style="list-style-type: none"> Finished CBL case and tutor notes for submission to FoM.

Project team	Title	Aims	Outcomes
<p>Beth Shirley</p> <p>Students: 2</p>	<p>ID: 3460019</p> <p>Medical student/Doctor's Mental Health CBL Case for Year 2 in UQ MD course</p>	<p>and workplace struggles faced by doctors throughout their training. It is hoped that by raising these topics within Y2 CBL groups it may help students realise their experience is valid and provide an opportunity to share coping strategies.</p>	<ul style="list-style-type: none"> Addressed various mental health challenges at different parts of doctor's training and ways to cope with them. Provided resources for students to prepare for challenges.
<p>Staff: Lisa Fitzgerald Allyson Mutch Amy Hickman Kara Ngampromwongse Emily Krusz Megan Ferguson</p> <p>Students: 2</p>	<p>Round 3 2021 ID: 3460020</p> <p>Mapping Equity, Diversity and Inclusion within the School of Public Health undergraduate and postgraduate curriculum</p>	<ul style="list-style-type: none"> To develop an understanding of how the Master of Public Health program at UQ's School of Public Health can improve in embedding principles of Equity, Diversity, and Inclusion within curriculum, assessments, and in the social/emotional aspects of our school community. 	<ul style="list-style-type: none"> A review of literature on embedded equity, diversity in public health curriculum to produce an annotated bibliography Discussion at the SPH 'Unconference' about what EDI means/looks like in public health teaching and learning Focus groups (1x for staff, 2x for students). Gained an understanding from students about their experiences of learning EDI. Gained an understanding from staff on content/resources they have used previously. This data will be used will inform changes to SPH curriculum.
<p>Staff: Rebecca Johnson Amy Hickman Britta Wigginton</p> <p>Students: 3</p>	<p>Round 4 2021 ID: 3558141</p> <p>Development of digital resources for communication skills for public health - A Digital Learning Uplift Project</p>	<ul style="list-style-type: none"> This SSP focused on the development of a digital learning uplift project regarding health communication. The aim was to create six student centred modules for participants to work through independently. Each module would address different aspects of health communication, such as: reflexivity, advocacy, creating brave spaces, academic audiences, role of the health communicator and also an introductory module. 	<ul style="list-style-type: none"> Drafted online modules Developed interpersonal connections with peers and academic staff
<p>Staff: Jacky Cribb Kate Jurd</p>	<p>Round 4 2021 Id: 3558217</p>	<ul style="list-style-type: none"> The aim of this project was to improve how RCS content and resources could be distributed to students. The learning resources in the RCS blackboard site are not accessed by students to the extent it could be. 	<ul style="list-style-type: none"> Awareness – the RCS website is poorly promoted. 24% of the cohort is unaware of the existence of the website. Usage – the RCS website is infrequently accessed. 92% of the cohort visited the website < three times/ semester.

Project team	Title	Aims	Outcomes
<p>Rebecca Lyon</p> <p>Students: 4</p>	<p>Collaborative evaluation of the Rural Clinical School online student learning hub: an innovative blended learning platform</p>	<ul style="list-style-type: none"> This project aimed to improve the relevance of the learning resources, ease student access and navigation to these resources and enhance the RCS student study experience by recommending changes to the delivery of these resources. 	<ul style="list-style-type: none"> Relevance – students are ambivalent about content. Ease-of-use – neutral to good experience. Connection – little desire to connect students at other sites Overwhelming majority (93%) prefer Facebook Messenger Ideas for the future delivery and content indicate students are receptive to increased promotion of webpage
<p>Staff: Suja Pillai Anna Efstathiadou</p> <p>Students: 4</p>	<p>Round 4 2021 ID: 3549515</p> <p>Inspiring and engaging medical students through extra-curricular activities: creative arts and medicine</p>	<ul style="list-style-type: none"> The purpose of introducing extracurricular activities with a focus on music and dance is to promote creativity, relieve stress, foster meaningful relationships and a sense of community outside the demanding frame of the MD program. It is above all a way to provide a transformative learning experience that supports our graduates and future leaders. 	<ul style="list-style-type: none"> Despite COVID restrictions reducing our allowed number of participants, the project successfully engaged 12 MD students from phase 1 in a program of 4 one-hour dance classes – three in person/one online. We were delighted that all 12 participants opted to take part in our final performance at the SSP showcase. Participants agreed that the dance sessions were great for stress relief.
<p>Staff: Clare Butters Diana Earl John Ridler</p> <p>Students: 4</p>	<p>Round 4 2021 Id: 3549660</p> <p>Managing distressing experiences for medical students in the clinical environment</p>	<p>Provide student with a better “toolkit” in difficult situations, and identify means of escalation:</p> <ul style="list-style-type: none"> Introduction to the hospital environment, expectations, procedure if needing help, support/how to self-support; skills to address difficult situations; provide staff with information on assisting students 	<ul style="list-style-type: none"> Development of framework for students/staff to train Y3 students Investigation/approval for an online platform where students can share experiences, tips and peer-to-peer support Literature review supported the selection of interventions and the data that was collected for this project For staff members: understanding of student experience, importance of teamwork and consultation. For students: appreciation similar experiences across different units.

Faculty of Science (FoS)

In 2021, there were **18 SSP projects** based within FoS, with **58 student** and **46 staff** partner engagements.

Project team	Title	Aims	Outcomes
Staff: David Merritt Katherine Ebert Students: 4	Round 1 2021 ID: 2883959 Redesign of a Biosecurity Insects course into an iBook-based blended format	<ul style="list-style-type: none"> This project aimed to redesign the BIOL7013 course into iBook format. The design of the course content before this project took place was not easily accessed by students so future BIOL7013 content is being designed to be more accessible. 	<ul style="list-style-type: none"> The course content was transcribed into word documents as a more friendly format. The process of converting text into an iBook format began.
Staff: Elizabeth Krenske Lawrence Gahan Students: 4	Round 1 2021 ID: 2883960 Co-creating a "Success Program" for Chemistry Students	<ul style="list-style-type: none"> The project extended our efforts to support 2nd year chemistry students, especially because of the disruption to their studies due to COVID-19. We aimed to facilitate their transition to 2nd year by offering study skill support workshops and providing chemistry-specific learning resources. Initially, we aimed to run a series of peer-led workshops for developing these skills. 	<ul style="list-style-type: none"> Drew upon surveys, discussion with students, and collaboration with staff to develop content for workshops. Ran two workshops but saw low student engagement - not only with workshops but with the course as a whole. Revised aim for the project to understand the factors driving low engagement and to offer potential solutions. Ran survey. Based on feedback, proposed solutions: reducing workload for CHEM2054; requiring attendance for CHEM2050 workshops. Gained data to support that the period of online learning had greater impact on student experience than anticipated. A formal report for SCMB Teaching & Learning Committee.
Staff: Elizabeth Krenske Students: 1	Round 2 2021 ID: 2920391 Co-Design of New Computer-Based Learning Activities for Chemistry	<ul style="list-style-type: none"> Incorporate a new 2-week module into CHEM2058 to introduce students to the emerging applications of artificial intelligence (AI) in chemistry. 	<ul style="list-style-type: none"> More than half of the expected 10 hours' worth of material was developed during the project. The student made use of Jupyter notebook and Google CoLab to produce interactive workshops of simple programming examples/case studies. Case studies from recent chemistry research to show how advanced implementations of AI would be beneficial

Project team	Title	Aims	Outcomes
			<ul style="list-style-type: none"> Towards the end of the project, the team were informed by the T&L Director that the material was to be shifted to a different course, CHEM3011.
Staff: Effie Kartsonaki Students: 2	Round 2 2021 ID: 2919588 Evaluation of UQ2U transformation of the course CHEM1200	<ul style="list-style-type: none"> The aim of this project was to evaluate CHEM1200 learning resources and activities for the course in terms of the difficulties students face during the semester and how these can be addressed. 	<ul style="list-style-type: none"> Organised focus group meetings with previous CHEM1200 students and gained feedback from them about the learning resources and activities offered in the course. 8 students volunteered. Feedback used to inform changes in CHEM1200 S2 21.
Staff: Poh Hillock Sam Kault Students: 4	Round 2 2021 ID: 2917132 Development of resources and activities for the Mathematics First Year Learning Centre.	The aims of the SSP project are to: <ul style="list-style-type: none"> design the FYLC Bb site. Collate/create relevant resources for the Bb site. improve and promote FYLC services analyse data on usage of the FYLC services. 	<ul style="list-style-type: none"> Lesson plans, worksheets and solution sheets Promotional slides; picture for Zoom Background Web resources for a list of basic skills topics Analysis of attendance statistics for the FYLC and discussed the implications for FYLC services.
Staff: Ava Greenwood Michael Jennings Sam Kault Wenbo Li Students: 4	Round 2 2021 ID: 2918912 Exploring feedback mechanisms for mathematics tutors including a model of tutorial teaching observation	<ul style="list-style-type: none"> The aim of this project was to identify and trial alternative mechanisms for generating feedback on teaching performance (beyond SETutor) that are both equitable and accessible to tutors. 	<ul style="list-style-type: none"> The tangible outcomes include survey results situating how current SMP tutors perceive their access to feedback and what types of feedback they prefer in terms of value and comfort.
Staff: Jim Walker Students:	Round 2 2021 ID: 2923675 Traditional Knowledge: Centring Deadly	<ul style="list-style-type: none"> We aimed to further develop modules and finalise presentation for use in lectures and tutorials. We also aimed to develop assessments and integrate content with delivery modes decided with ITaLI. 	<ul style="list-style-type: none"> Developed the majority of 13 lectures, 12 tutorials and 4 assignment pieces, covering a range of topics around traditional knowledge as science knowledge. For example: Indigenous perspectives on plants and ecosystems – A Stakeholder View; Indigenous contributions to sustainable

Project team	Title	Aims	Outcomes
3	Science in UQ's Curriculum	<ul style="list-style-type: none"> The project was designed to have an impact across the science community, influencing understanding of TK as scientific knowledge. 	development; Engaging with Traditional Owners (ethics, research & engagement protocols)
Staff: Poh Hillock Sam Kault Wenbo Li Jo Wernyjowska Kim Henville Students: 4	Round 2 2021 ID: 2932967 Digital Learning Uplift: Redesign of MATH1052	The aim of the SSP project is to collaborate with student partners to <ul style="list-style-type: none"> review and edit video resources, and share ideas on improving teaching and learning in MATH1052. 	<ul style="list-style-type: none"> Worked with an ITaLI Learning designer to review videos for editing by the media team. The edited videos have been uploaded to MATH1052 edX site and will be available to students from Semester 1, 2022.
Staff: Bernard Degnan Jo Wernyjowska Students: 2	Round 2 2021 ID: 2932980 Digital Learning Uplift: Codesign of MARS1001 - Living Oceans	<ul style="list-style-type: none"> Co-development of the new course MARS1001 Living Oceans. This course is a new addition to the re-designed Marine Biology/Science majors and serves as an important introduction to marine sciences that was previously missing. 	<ul style="list-style-type: none"> The outcome was the completion of the new course MARS1001 Living Oceans, with student-cantered feedback ensure the content and activities were engaging, informative and provided a good introduction for future courses.
Staff: Poh Hillock Sam Kault Wenbo Li Students: 4	Round 3 2021 ID: 3458509 Redesigning MATLAB activities to increase student engagement	The aims of the SSP project are: <ul style="list-style-type: none"> redesign the MATLAB component of the course, including MATLAB assessment. create MATLAB activities which are aligned with course content and which encourage collaboration. 	<ul style="list-style-type: none"> The team engaged throughout the semester via email, Slack, f2f and Zoom meetings. Project outcomes: <ul style="list-style-type: none"> oSuite of collaborative Matlab activities. oMatlab survey results.
Staff: Susanne Schmidt Elizabeth Aitken	Round 3 2021 ID: 3458378	<ul style="list-style-type: none"> Improve the student learning experience in BIOL2203 through the review, improvement and addition of digital learning content. 	<ul style="list-style-type: none"> Glossary of technical terms referenced in course content. Reviewed and provided feedback on course content. Organised informal feedback session with students.

Project team	Title	Aims	Outcomes
<p>Milos Tanurdzic Lyn Cook Jimmy Botella Elizabeth Dun Alice Hayward</p> <p>Students: 4</p>	<p>Accentuating student-focussed learning and externalisation in Plant Biology (Biol2203)</p>		<ul style="list-style-type: none"> Prepared mock mid-semester exam and sample answers. Prepared end of semester exam model answer document with tips on how to read questions and to write answers.
<p>Staff: Sasha Osterburg</p> <p>Students: 4</p>	<p>Round 3 2021 ID: 3456768</p> <p>Flowing Green - Starting A Conversation About 'Zero Waste Periods' At UQ</p>	<ul style="list-style-type: none"> Our project had the overarching goal of educating the UQ community on sustainable period products. We aimed to address sub-themes such as - long-term environmental footprint of conventional sanitary pads, busting myths surrounding period cups, cloth pads and period undies, and removing the stigma surrounding the word "periods"! 	<ul style="list-style-type: none"> We implemented a variety of methods such as interactive Q and A sessions, educational videos, posters (on recycled paper) and E-booklets to distribute all around the UQ campus and interviewing eminent leaders taking part in environmentally responsible research. Left a long-lasting impression through our take-home booklets and posters in most washrooms at UQ St Lucia.
<p>Staff: Rachel Allavena Justine Gibson Frances Shapter</p> <p>Students: 5</p>	<p>Round 3 2021 ID: 3461295</p> <p>The student view of curriculum and teaching mode across the BVSc curriculum</p>	<ul style="list-style-type: none"> To build upon the information gathered last year and collaborate with students to create a more streamlined and focused curriculum by identifying redundancy, irrelevance, and excessive content. 	<ul style="list-style-type: none"> Each student partner led data collection and consultation through a survey tailored specifically for their cohort year. A combined total of 166 responses were collected across all year levels. Results were summarised into a final report. Results and changes will be communicated through the Veterinary Students Association Facebook as a summary report and a zoom meeting to get feedback. There are also twice-yearly student forums to commu
<p>Staff: Elizabeth Krenske</p> <p>Students: 1</p>	<p>Round 3 2021 ID: 3458496</p> <p>Co-Design of New Computer-Based Learning Activities for Chemistry</p>	<ul style="list-style-type: none"> In our previous project, we had been developing a new 2-week module to introduce students in the course CHEM2058 to the emerging applications of artificial intelligence (AI) in chemistry. At the suggestion of the SCMB Director of Teaching and Learning, this material will now be introduced into CHEM3011 instead, as an advanced activity. 	<ul style="list-style-type: none"> Used the workshop resources already developed to design the workshop for UQ students. A short pilot workshop was created to be implemented in CHEM3011 this year. Evaluation of the workshop materials including meeting with academic staff and. Overall, the project informed the team of how to best format the workshop for CHEM3011.

Project team	Title	Aims	Outcomes
Staff: Renjie Zhou Students: 3	Round 3 2021 ID: 3461458 Co-creating new virtual field trips in Plate Tectonics	<ul style="list-style-type: none"> This project set out to develop a virtual field trip for the 3rd year plate tectonics subject within the SEES. This was planned to replace physical field trips if COVID-19 restrictions continued indefinitely. 	<ul style="list-style-type: none"> Three field trips proposed to Mt Mee and surrounds. Suggested methods to 'digitise' the field trip experience included: drone footage, 3D representations of outcrops/models of rock samples. Digitise/annotated thin sections. Revised goal to a single trip to Lake Manchester, with sample to be taken in coming weeks.
Staff: Ava Greenwood Michael Jennings Wenbo Li Students: 2	Round 3 2021 ID: 3458504 Exploring feedback mechanisms for mathematics tutors including a co-created model of tutorial teaching observation	<p>The aim of this project was to identify and trial alternative mechanisms for generating feedback on teaching performance (beyond SETutor) that are both equitable and accessible to tutors.</p>	<ul style="list-style-type: none"> Trial in student partner team gave insight into the benefits of both roles; allowed for the process to be refined Limited engagement with broader trial. Suggestions for future: engage with tutor cohort earlier; highlight formative nature of feedback; ask SMP to fund training and peer observation support ; open EOI for observers in first tutor meeting; arrange training; allow tutors to register interest (pre-sem) & promote on SMP website (during sem) & follow up with email -> Microsoft/ Google forms with notification. We will distribute resources created in this project in the tutor meetings held by SMP at the beginning of 2022
Staff: Elizabeth Krenske Student: 3	Round 3 2021 ID: 3461438 Students as Co-Developers of Resources for Enhanced Student Experiences in Chemistry	<ul style="list-style-type: none"> The aim of the project was to increase student involvement, following a disengaged semester impacted by external learning in the first year. Understand reasons why even after online learning students are continuing to be disengaged and develop an action plan for increased participation. 	<ul style="list-style-type: none"> Held weekly study sessions for 2nd year chemistry students to go through worksheets, exam questions, and lecture content, as well as talking about general university life. Average attendance of ~4-6 (similar to lecture attendance) Based on our observations along with feedback from peers, the sessions helped with feeling more connected.

Information Technology Services (ITS)

In 2021, there were **2 SSP projects** based within ITS, with **7 student** and **5 staff** partner engagements.

Project team	Title	Aims	Deliverables
Staff: Jack Mason Tod Lewin Students: 4	Round 1 2021 ID: 2883860 New UQMaps Automated Testing System	The project aimed to produce a framework for an automated testing system for the UQ Maps that would: <ul style="list-style-type: none"> • Build upon established research and provide readable and maintainable tests • Ensure the quality of the new UQMaps application to maintain a high standard, with a bug-free experience • Prioritise user experience to ensure UQ students will be satisfied and provide meaningful value to campus life • Maintain a fault-tolerant application where failure in a certain feature will not bring down the whole system • Allow students to have a reliable source of information/directions 	<ul style="list-style-type: none"> • The project explored the different options for Behaviour Driven Development (BDD) in an automated testing system for the UQ Maps navigation. • Cucumber was found to be the best testing language; Selenium was the testing framework that allowed the tests to be performed in a web-based environment; Chai was used as the testing assertion method. • Each student created BDD Features with Step file to run in WebStorm and Test UQ Maps. The a system architecture diagram was formulated. • An example of tests created included “User opens feedback form” and “Submit feedback form”
Staff: Gina Paterson Jack Mason Amit Dhania Students: 4	Round 1 2021 ID: 2883886 Digital Platform Co- Design	This project aimed to: <ul style="list-style-type: none"> • Identify options for how to improve the digital experience for all students • Simplify and unify value provided across websites and platforms that are currently offered to students in a fragmented way • Provide options that will drive a more seamless and consistent online experience to access important and relevant UQ websites and resources • Enable more students to stay connected to the UQ community and offerings for support, workshops, volunteering/job opportunities 	<ul style="list-style-type: none"> • A separate SSP team identified problem spaces • Students researched and prototyped Microsoft-based solutions to these areas (e.g. Teams, SharePoint). • This included producing low and high-fidelity mock-ups using design software, real-life screenshots, and sketches • Students presented their findings and ideas to the group for discussion and adjustments. • Ideas were then evaluated by a separate group of students to measure satisfaction and ease-of-use. • ITS and M&C will now prototype the proposed student application, share findings with stakeholders, and prepare a business case for investment.

Institute of Teaching and Learning Innovation (ITaLI)

In 2021, there were **3 SSP projects** based within ITaLI, with **8 student** and **8 staff** partner engagements.

Project team	Title	Aims	Outcomes
Staff: Aneesha Bakharia Dhanya Venkatesh Solmaz Abdi Kiara Davison Students: 4	Round 1 2021 ID: 2883957 Student-Facing Learning Analytics	<ul style="list-style-type: none"> Seek student input when ideating possible features to implement in a learning analytics dashboard. Ideate a student-facing learning analytics dashboard. Research what other universities/education centres have implemented in the field of learning analytics. Assess UQ's current dashboard and assess features offered surrounding student learning analytics. Consult student partners on most useful features 	<ul style="list-style-type: none"> Over 40 valid survey responses which understand student perceptions, experiences, and expectations of learning analytic dashboard. Invited diverse student cohort identified through the survey to a co-design session. Developed three priorities of dashboard design from focus group: schedule planner; engagement of learning materials; recommended course resources
Staff: Rhiannon Maynes Mark Moran Students: 2	Round 2 2021 ID: 2918925 Co-design of the new flagship course UQVC2000 (Global Sustainable Development) – Team	<ul style="list-style-type: none"> Develop a new course at UQ based on the UN Sustainable Development Goals (SDGs). The course is to be delivered online using the online EDGE learning platform and in-person on campus. Develop components of the course based on student partner knowledge, skills, and experience. 	<ul style="list-style-type: none"> Developed a pandemic case study, reflective questions for assessment, and assessment guide Created a timeline of the SDGs and climate change Developed case studies that featured key individuals in relation to SDGs Prepared outputs to be created as elements on EDGE platform
Staff: Rachel Scott Sam McKenzie Students: 2	Round 2 2021 ID: 2918995 Enhancing the student experience through eAssessment: a Partnership to pilot and implement electronic assessment	<ul style="list-style-type: none"> Create support resources for students in the implementation of the eAssessment platform, Inspira. Ensure that students are prepared to sit their examinations in Inspira, by creating a guide explaining the platform, accompanying software, and where to go for help. Evaluate resources and support that was developed to ensure this was adequate and appropriate for students. 	<ul style="list-style-type: none"> Developed a student experience survey aimed at both the use of Inspira and associated supports Created survey in Checkbox focused on student support (what was useful, what was missing) Created a Library Inspira website to provide information to students Collated previous information, rewrote staff information to become student-centric, and created new information to fill gaps Edited the resource to ensure suitability for students and the web context Liaised with DDI regarding platform accessibility problems and the creation of accessibility resources.

Library

In 2021, there was **1 SSP projects** based within the Library, with **3 student** and **3 staff** partner engagements.

Project team	Title	Aims	Outcomes
Staff: Kathleen Smeaton Justine Cawley Marianne Sato Students: 3	Round 2 2021 ID: 2918917 Closing the loop: How digital capabilities impact on digital learning	<ul style="list-style-type: none"> The aim of this project was to gather student stories that represented the student voice to glean the digital capabilities of students and recognise the challenges they were facing. 	<ul style="list-style-type: none"> Conducted a focus group with the student partner team to document our individual experiences. Created and administered a survey to capture student stories across faculties, and conducted focus groups to understand the specific challenges and recommendations around digital learning. Developed a way to share this information with academics and with Library staff responsible for digital capability training with the aim of embedding into the tertiary curriculum. Created a video that presented the information gleaned from the survey results and focus groups in an engaging manner for academics to draw upon. Specifically, we embedded voice-overs to personalise the “stories” that participants from our focus groups had provided us with, while using icons, animations and graphics for visual appeal.

Student Affairs

In 2021, there were **7 SSP projects** based within Student Affairs, with **29 student** and **15 staff** partner engagements.

Project team	Title	Aims	Outcomes
Staff: Sybilla Wilson Tracey Bunda Nell Angus Students: 4	Round 1 2021 ID: 2883837 An Introduction to Aboriginal and Torres Strait Islander Language for Relationships Guide	<ul style="list-style-type: none"> The aim of this project was to develop a language guide that assists staff and students to build stronger relationships between Aboriginal and Torres Strait Islander peoples and non-Indigenous peoples at the university. The guide was to provide knowledge of appropriate language and tools for non-Indigenous peoples in the context of formal, academic and everyday conversational communications to build and enhance relationships.. 	<ul style="list-style-type: none"> An environmental scan and literature review to pull together existing resources and information A survey distributed to students and staff to understand what the community wanted from any resources created Distribution of a survey to determine content of future language guide and 'You Can't Ask That' style videos Compilation and review of content to be added to guide 5 Things You Should Know' physical and digital collateral.
Staff: Tania Kapp Sara Nest Students: 4	Round 1 2021 ID: 2883887 Expanding UQ Autism hub	<ul style="list-style-type: none"> Defining what the UQ Autism Hub is and will be. Finding out what are the concerns/difficulties of autistic students at UQ and communicating these concerns/difficulties to UQ staff. Brainstorming supports which will help autistic students at UQ. 	<ul style="list-style-type: none"> Education of staff & student partners on autistic history and culture using existing resources. Rating of "low light" study spaces at UQ and criteria for sensory audits of campus locations for autistic students Written information for new autistic students at UQ to assist with transition from high school.
Staff: Caroline Thompson Weiya Huang Students: 4	Round 1 2021 ID: 2883954 Seeking a Stronger Exchange Experience: Turning universal challenges into universal opportunities	<ul style="list-style-type: none"> Overall, we aimed to promote and educate current and potential students on the exchange process through creative and engaging content to be distributed through various communications channels including fortnightly email newsletters, a segment in faculty emails, UQ Edge promotional communications, Instagram and Facebook. 	<ul style="list-style-type: none"> Recorded myth busting videos to remove barriers for exchange for social media content. 'How to do a progression check' videos for faculties. We then filmed these videos with ITALI for editing and posting on the IGET website for students viewing. Surveys for past exchange students to find out opinions on personal difficulties regarding the application process and what could be improved. This survey served as a guide for viable ideas for this SSP and in future.

Project team	Title	Aims	Outcomes
Staff: Lawrence Casey Shari Bowker Students: 4	Round 2 2021 ID: 2919000 Marketing Experience: A guide to ePortfolios and showcasing your value	Increase students awareness to ePortfolios. Create tangible resources to make it easy for students to get started on building an ePortfolio through: <ul style="list-style-type: none"> • Get started workshops, creating a digital presence • ePortfolio checklist and visible how-to • Identify differences and synergies between LinkedIn & ePortfolios 	<ul style="list-style-type: none"> • Stakeholder collaboration: Marketing team on website revamping, media team ITaLi for video production • More visible guides/marketing materials; new checklist • Poster advertising ePortfolios and call to action to website • Student/staff testimonials: Video for workshops/websites • Tiles for digital use – banners, posters, social media
Staff: Andy Parkinson Students: 4	Round 3 2021 ID: 3457597 Overcoming barriers to student participation in volunteering	<ul style="list-style-type: none"> • To recruit students from diverse backgrounds to the SSP project and understand their experience in volunteering. • To research the barriers to diverse groups participating in volunteering. • To come up with a broad list of strategies for getting more students from diverse backgrounds into volunteering. • To action some of these strategies. 	<ul style="list-style-type: none"> • An understanding of the barriers faced by students from diverse groups to volunteering • SSP community of practice workshop on proposing a project around diversity. National Students As Partners Roundtable presentation. • Prototype quiz to help students pick a volunteering role which is suitable for them • List of best practice recommendations for the UQ volunteering organisation “Get Involved” • Ideas for future projects to develop of identified strategies to increase involvement of students from diverse groups
Staff: Caroline Thompson Weiya Huang Students: 4	Round 3 2021 ID: 3458519 A Stronger Exchange Experience: Turning universal challenges into universal opportunities	<ul style="list-style-type: none"> • Overall, we aimed to promote and educate current and potential students on the exchange process through creative and engaging content to be distributed through various communications channels including fortnightly email newsletters, a segment in faculty emails, UQ Edge promotional communications, Instagram and Facebook. 	<ul style="list-style-type: none"> • Recorded additional myth busting videos and VoxPops to remove barriers for exchange and provide advice • Recorded ‘Road to Exchange’ videos which were posted on IGET Instagram; recorded ‘Study Plan Advice’ videos • Review new application process; generated report • Conducted survey across student population on obstacles to exchange during pandemic • Report on improving website (audited of Aus uni websites)
Staff:	Round 4 2021	<ul style="list-style-type: none"> • The aim of this project was to develop a language guide that assists staff and students to build 	<ul style="list-style-type: none"> • We will have produced the Pressbook with assistance from the Library, ITaLi and others at the university by Feb

Project team	Title	Aims	Outcomes
Syb Wilson Tracey Bunda Nell Angus Mia Strasek- Barker Students: 3	ID: 3558155 An Introduction to Relationship Guide E Book	stronger relationships between Aboriginal and Torres Strait Islander peoples and non-Indigenous peoples at the university.	2022, with final approval completed by the end of this year, with the staff taking on the final edit due to the end of the partnership project ready for distribution Sem 1 2022.

Contact details

Delia Terpstra and Robin Allsopp

Student-Staff Partnership (Projects)

E SSP@uq.edu.au

W <https://employability.uq.edu.au/student-staff-partnerships>

CRICOS Provider Number 00025B