

Student-Staff Partnerships 2024 Project Snapshots



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Overview

This report provides an overview of the Student-Staff Partnership (SSP) projects that occurred in 2024 by faculty or central unit. 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 Student-Staff Partnerships

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 and talents within the UQ community, and to enhance the University experience of both students and staff.

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

SSP Projects in 2024

Students and staff collaborated on SSP projects over four rounds in 2024. Project ideas designed to enhance the student experience, enhance teaching and learning, and transform governance systems, were reviewed by the SSP Advisory Group staff and student members.

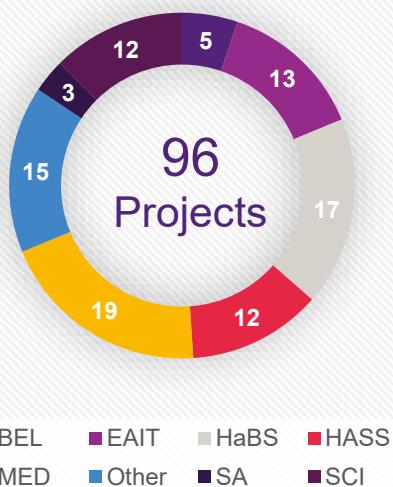
A total of 96 projects were approved and delivered across all 6 faculties and 11 central units. The following diagrams illustrate the distribution of projects and partners by faculties and central units.

Faculties: Faculty of Business, Economics, and Law (BEL), Faculty of Engineering, Architecture, and Information Technology (EAIT), Faculty of Health and Behavioural Science (HaBS), Faculty of Humanities, Arts and Social Science (HASS), Faculty of Medicine (MED), and Faculty of Science (SCI).

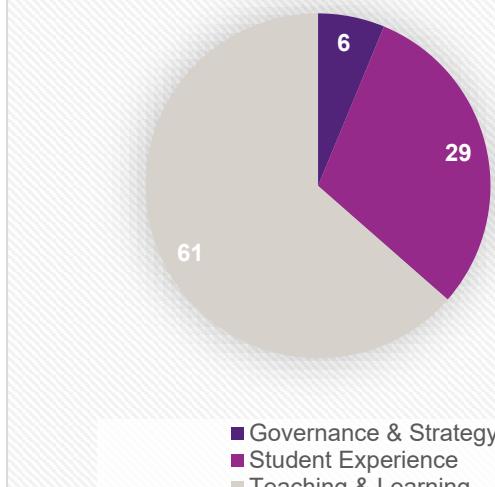
Central Units: Student Affairs (SA); 'Other' includes Academic Services Division, Future Students, Global Partnerships, Information Technology Services, Institute for Teaching and Learning Innovation, Library, Marketing and Communication, Office of the Deputy Vice-Chancellor (Indigenous Engagement), Properties and Facilities, and Workplace Diversity and Inclusion.

 Projects	 Project Units	 Student Partners	 Staff Partners
96	17	310 Total Engagements	274 Unique Participants
Faculty & Central Units			242 Total Engagements

Projects by Faculty/Division



Project Stream

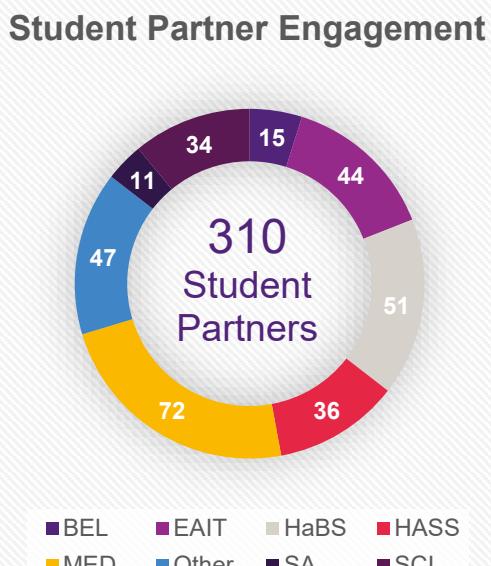


Project Partners

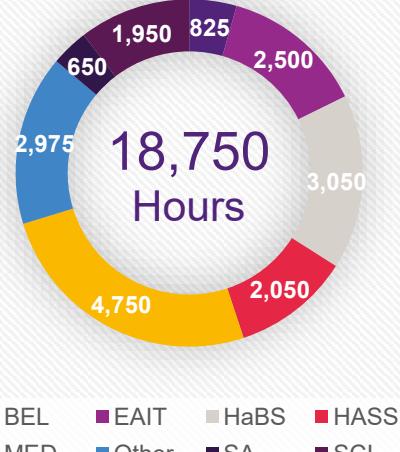
Students from a range of disciplines and study levels participated in SSP projects in 2024. With a total of 310 student engagements and 274 individual participants, students partnered with staff and peers on projects within their own discipline area as well those designed to benefit the wider university community. Student partners for 2024 included 57% Undergraduate, 33% Postgraduate Coursework, and 10% Higher Degree by Research.

Staff partners consisted of 68% academic and 32% professional staff, with a total of 242 staff engagements and 192 unique staff participants in 2024.

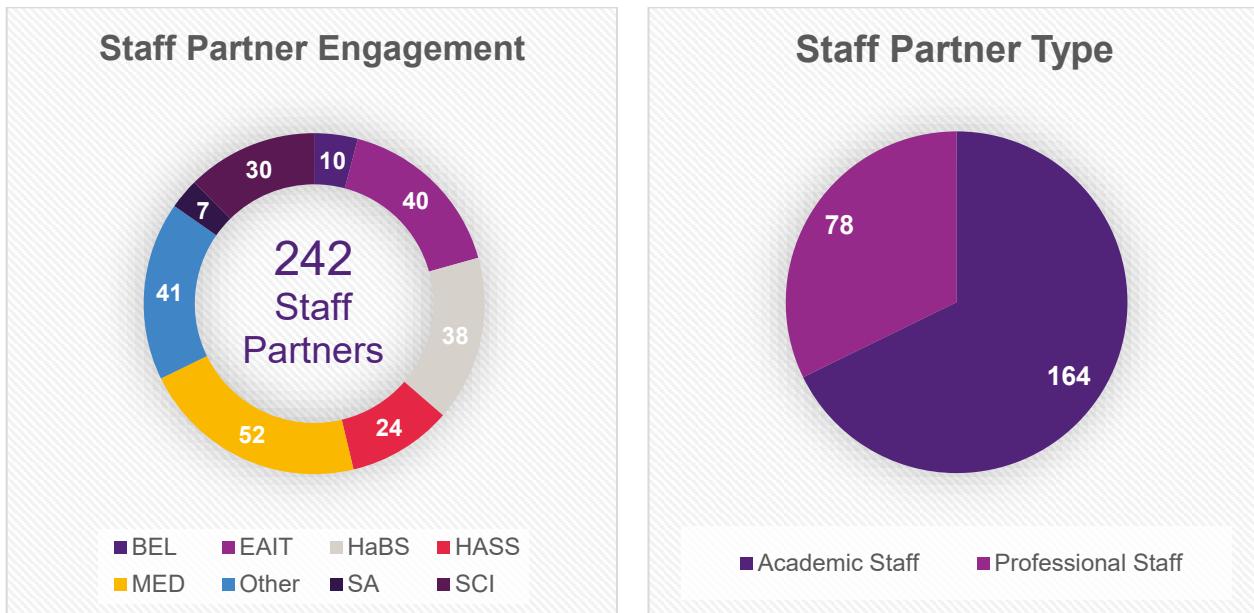
Student Partner Engagement



Student Engagement Hours



Staff Partner Engagement



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 2024.

The following section details 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 Project 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'.

Also detailed are the number of projects and partner engagements by each faculty and central unit. Student and staff partner numbers represent the total engagements on projects instigated by the relevant faculty or central unit.

Faculty of Business, Economics and Law



Projects Students Staff

5 15 10

Business School

Project	Partners	Overview	Outcomes
Are you really listening? Entrepreneurs, empathy, and UQ's Graduate Attributes Round 3 (ID: 5145766)	Staff Partners: Jonah Zankl, Jonathan Staggs Student Partners: Isaac Spillane, Lara Peterson, Thomas Fossnes	<p>This project reviewed the Innovation and Entrepreneurship Major's courses, structure, learning outcomes, student and lecturer perspectives. Primary research (interviews and coding) and secondary research (ECP review, assessment analysis etc) helped diagnose bottlenecks, issues, and areas for improvement, while beginning to ideate potential strategies and solutions for implementation. The team engaged course coordinators to respond to power dynamic, encourage open dialogue between students and lecturers, ideate on co-creation of value within the Innovation and Entrepreneurship major, and discourage a siloed approach to course scaffolding.</p>	<p>Key outcomes included a presentation deck that highlighted staff perspective, an analysis of the 8 core-courses, their assessment, learning outcomes, effectiveness in instilling graduate attributes in students, and what aspect (theoretical, practical, philosophical) they are delivered in. The team also developed a framework breaking down assessment and linking to the Graduate Attributes and interviewed course coordinators to identify areas of connection and harmony, and areas of dissonance and disconnect. This was beneficial in understanding each course, along with its relation to the 'bigger picture', and how this influences a degree's structure, and learning with students.</p>
Co-designing course changes in ethical business communication Round 4 (ID: 5216404)	Staff Partners: Kate Power, Thomas Maak Student Partners: Kevin Sujono, Krishna Nandan Chalamalasetti, Minh Quan Phung, Munashe Kamupini	<p>The project focused on creating five videos to support students in building effective teamwork skills. Each video will feature a student partner, a staff member, and a female student. These resources will provide practical insights and guidance to help students navigate the challenges and opportunities of</p>	<p>Videos have been produced and uploaded to MGTS2606 modules for use from Semester 2, 2025, covering topics of: the principles of good teamwork, the promises and pitfalls of team diversity, managing team conflicts, what makes a great team, and learning from team experiences. Informal feedback to date</p>

	working in diverse, collaborative environments.	suggests they have been well-received by both course staff and students.
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Education Team

Project	Partners	Aims	Outcomes
Bridging Learning and Careers: Student Voice in Employability Review Round 4 (ID: 5216403)	Staff Partners: Carrie Beddis, Nicole Scarvelis Student Partners: Anika Kapoor, Harsh Mehta, Si Si Gao, Xin-Rong Cai	This project aimed to incorporate student feedback into employability reviews, enhancing academic and extracurricular activities for career readiness. Through surveys (161 responses) and focus groups (18 participants), the project identified key motivations, gaps in service awareness, and participation barriers, particularly for international students.	The project outcomes included a one-page outline of the “student voice” that will be included in future Employability Reviews for BEL Programs, and a resource to showcase the “student voice” of employability and experiences in the curriculum that was showcased at the NAGCAS Conference in December 2024. Recommendations included increasing internship opportunities, strengthening alumni connections, and improving tailored resources.

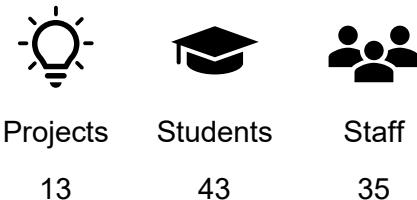
School of Economics

Project	Partners	Aims	Outcomes
An animation by and for Indigenous economics students Round 4 (ID: 5211949)	Staff Partners: Andrea La Nauze, Julie Moschion Student Partners: Eli Aldridge, Jackson Daylight	The project aimed to build an Indiginomics identity for current and future Indigenous economics students. By challenging misconceptions about economics and offering an Indigenous perspective, it will highlight how economic knowledge can improve the wellbeing of Indigenous communities. Developing this identity will increase the appeal of economics programs to Aboriginal and Torres Strait Islander youth.	The team produced the script and recording for an animation delivered in August 2025: https://m.youtube.com/watch?v=t7Tg2IG6vEA The animation was developed for events organised by ATSISU, the School of Economics, Economics Society of Australia, as well as for distribution via social media, and by the Department of Education and Training and Indigenous organisations who are supporting the project.

TC Beirne School of Law

Project	Partners	Aims	Outcomes
Raising the Bar: Partnering to enhance legal teaching and learning Round 4 (ID: 5216054)	Staff Partners: Jessica Leonard, Ross Grantham Student Partners: Apoorva Abeysundera, Ye Jin (Yejin) Yoon	The project team investigated the variety of factors affecting student attendance in the UQ LLB program. The team conducted research on organisational psychology principles to narrow down the scope of our investigation and design a survey. The team surveyed 160 undergraduate law students across all year level cohorts to gain insight into their perspectives on teaching strategies, barriers to engagement, and potential areas for improvement to guide development of pragmatic learning strategies.	This project phase focused on discussing the range of factors that promote or constrain law student attendance and engagement and also collected data from the LLB cohort via our survey. This provided insights into the push/pull factors related to attendance, with a particular focus on the impact of intrinsic and extrinsic motivations for students. The team worked as pedagogical consultants to consider, in depth, the underlying factors associated with declining attendance and to generate some hypotheses. The team received a project extension to synthesise and write up our findings and come up with strategies for the law school to improve the experiences of students.

Faculty of Engineering, Architecture and Information Technology



School of Architecture, Design and Planning

Project	Partners	Aims	Outcomes
<p>Co-designing learning resources to map Aboriginal groups in West End/South Brisbane</p> <p>Round 4 (ID: 5199348)</p>	<p>Staff Partners: Jim Walker, Sebastien Darchen</p> <p>Student Partners: Matilda Glover, Sophie Barrett</p>	<p>This project sought to facilitate in-depth reflection upon what it means for Indigenous people to be meaningful stakeholders in community development and creators of planning knowledge. The team consulted Indigenous planning professionals and academics on how to improve student practice in community consultation. This was a collaboration between the architecture, planning, and social sciences disciplines. With a focus on Indigenous organizations, interest groups, academics, planning professionals, and other Indigenous stakeholders, this SSP hoped to improve the social sustainability of future course fieldwork and meaningful representation in academia.</p>	<p>The project focused upon developing extensive resources rather than the creation of assessment pieces due to a significant change in location focus of the course. A student tool-kit was developed considering how empathy, people-centred approaches, cultural competency, and reflexivity are crucial aspects of 'practical' learning. Reading lists were designed to foster critical recognition of how students are not studying within universal paradigms, but in fact subjective and specific academic traditions. A list of academics and non-academics, Indigenous and non-Indigenous people was produced to further assist the sourcing of guest speakers and cultural tours that can feature in the course. The project builds upon the academia-wide and industry-wide discussion regarding how we can prioritize Indigenous voices and knowledge in higher-level education.</p> <p>Project resources: https://drive.google.com/drive/folders/13ISBb6I-6Wdk3vmD0jbhue5H0aSeRG_?usp=sharing</p>

<p>Enhancing the Architecture, Design, and Planning Postgraduate Degrees: Co-reviewing curriculum</p> <p>Round 4 (ID: 5216062)</p>	<p>Staff Partners: Dan Luo, Liz Brogden, Stephanie Wyeth</p> <p>Student Partners: Kai Lam Law, Megha Subodh Nair, Natalie Robertson</p>	<p>This project formed part of the 2024-2025 ADP School of Architecture, Design, and Planning curriculum review of degree programs, aiming to co-review the existing degree program structures and courses within the school's postgraduate programs. Through a series of workshops, students and staff worked together to map out study pathways, and student experiences both in the school and throughout the program. Together, staff and students developed a vision and manifesto for a reviewed iteration of their degree program. This constitutes a starting point for broader school discussions about shaping the identity of the revised version of the post-graduate programs, in preparation for implementation in 2026-2027.</p>	<p>Throughout this project, students and staff participated in workshops with specific objectives and produced outputs that will support the next steps of our curriculum review process. Workshop 1: School Culture, Program Insights, and Engaging Students through a Curriculum Review Survey saw staff and students co-design and test survey questions. Workshop 2: Mapping Students' Journey and Learning Experiences throughout their Programs saw staff developed a methodology and resources to ensure consistency across the ADP SSP project team and that outputs could be used in future steps of the curriculum review. In the workshops, maps of student journeys and experiences were created, enabling discussion about degree options and each of the program's core courses. Workshop 3: Future Vision & Manifesto had teams work on developing a vision board for their programs, using prompts related to school culture, learning spaces, curriculum content and pedagogical approaches. Students and staff drafted a manifesto for their programs including key values and principles. This will be used as a starting point in shaping program identity statements in the next step of our review process.</p>
<p>Enhancing the Bachelor of Regional & Town Planning: Co-reviewing curriculum</p> <p>Round 4 (ID: 5216132)</p>	<p>Staff Partners: Charlotte Kessler, Sara Alidoust, Stephanie Wyeth</p> <p>Student Partners: Alexandra Rooney, Lauren Hall, Leo McMonagle</p>	<p>This project aimed to co-review the existing degree program structure and courses within the Bachelor of Regional & Town Planning, as part of the 2024-2025 ADP School of Architecture, Design, and Planning curriculum review of degree programs. Through a series of workshops, students and staff worked together to map out study pathways, and student experiences both in the school and throughout the program. Together, staff and students developed a vision and manifesto for</p>	<p>Throughout this project, students and staff participated in workshops with specific objectives and produced outputs that will support the next steps of our curriculum review process. Workshop 1, School Culture, Program Insights, and Engaging Students through a Curriculum Review Survey saw staff and students co-design and test survey questions. Workshop 2, Mapping Students' Journey and Learning Experiences throughout their Programs saw staff develop a</p>



**Enhancing the Bachelor of
Architectural Design: A co-
review of the curriculum**

Round 4 (ID: 5216134)

Staff Partners: Kelly Greenop, Liz Brogden, Silvia Micheli

Student Partners: Gregory Holmes, Isabella Casarolli Valery, James Steadman

a reviewed iteration of their degree program. This constitutes a starting point for broader school discussions about shaping the identity of the revised version of the Bachelor of Regional & Town Planning, in preparation for implementation in 2026.

methodology and resources to ensure consistency across the ADP SSP project team with useful outputs for future steps of the curriculum review. In the workshops, maps of student journeys and experiences were created, enabling discussion about degree options and each of the program's core courses. Workshop 3, Future Vision & Manifesto had teams develop a vision board for their programs, using prompts related to school culture, learning spaces, curriculum content and pedagogical approaches. Students and staff also drafted a manifesto for their programs including key values and principles. This will be used as a starting point in shaping program identity statements in the next step of our review process.

This project aimed to co-review the existing degree program structure and courses within the Bachelor of Architectural Design, as part of the 2024-2025 ADP School of Architecture, Design, and Planning curriculum review of degree programs. Through a series of workshops, students and staff worked together to map out study pathways, and student experiences both in the school and throughout the program. Together, staff and students developed a vision and manifesto for a reviewed iteration of their degree program. This constitutes a starting point for broader school discussions about shaping the identity of the revised version of the Bachelor of Architectural Design, in preparation for implementation in 2026.

Throughout this project, students and staff participated in workshops with specific objectives and produced outputs that will support the next steps of our curriculum review process. Workshop 1, School Culture, Program Insights, and Engaging Students through a Curriculum Review Survey saw staff and students co-design and test survey questions. Workshop 2, Mapping Students' Journey and Learning Experiences throughout their Programs saw staff develop a methodology and resources to ensure consistency across the ADP SSP project team with useful outputs for future steps of the curriculum review. In the workshops, maps of student journeys and experiences were created, enabling discussion about degree options and each of the program's core courses. Workshop 3, Future Vision & Manifesto had teams develop a vision board for their programs, using prompts related to school culture, learning spaces, curriculum content and pedagogical approaches.



<p>Enhancing the Bachelor of Design: A co-review of the curriculum</p> <p>Round 4 (ID: 5216136)</p>	<p>Staff Partners: Charlotte Kessler, Liz Brogden, Mehrnoosh Mirzaei</p> <p>Student Partners: Georgia Tiffin, Lauren Jauncey, William Emery</p>	<p>This project aimed to co-review the existing degree program structure and courses within the Bachelor of Design, as part of the 2024-2025 ADP School of Architecture, Design, and Planning curriculum review of degree programs. Through a series of workshops, students and staff worked together to map out study pathways, and student experiences both in the school and throughout the program. Together, staff and students developed a vision and manifesto for a reviewed iteration of their degree program. This constitutes a starting point for broader school discussions about shaping the identity of the revised version of the Bachelor of Design, in preparation for implementation in 2026.</p>	<p>Students and staff also drafted a manifesto for their programs including key values and principles. This will be used as a starting point in shaping program identity statements in the next step of our review process.</p> <p>Throughout this project, students and staff participated in workshops with specific objectives and produced outputs that will support the next steps of our curriculum review process. Workshop 1, School Culture, Program Insights, and Engaging Students through a Curriculum Review Survey saw staff and students co-design and test survey questions. Workshop 2, Mapping Students' Journey and Learning Experiences throughout their Programs saw staff develop a methodology and resources to ensure consistency across the ADP SSP project team with useful outputs for future steps of the curriculum review. In the workshops, maps of student journeys and experiences were created, enabling discussion about degree options and each of the program's core courses. Workshop 3, Future Vision & Manifesto had teams develop a vision board for their programs, using prompts related to school culture, learning spaces, curriculum content and pedagogical approaches. Students and staff also drafted a manifesto for their programs including key values and principles. This will be used as a starting point in shaping program identity statements in the next step of our review process.</p>
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School of Chemical Engineering

Project	Partners	Aims	Outcomes
Developing a digital learning resource for a postgraduate engineering course Round 2 (ID: 5044431)	Staff Partners: Celine Chaleat, Darren Martin, Hima Haridevan Student Partners: Devashri Samani, Mohammad Farkhan Hekmatyar, Srinivasan Ramaraj	This collaborative project digitally transformed a learning resource tied to a course activity, ensuring user-friendliness and alignment with future cohorts' preferences while maintaining learning objectives. It focused on shifting to a digital learning environment for improved accessibility and flexibility, particularly for a diverse international cohort. The project addressed challenges such as suboptimal student engagement, unclear instructions, ineffective research synthesis methodologies, and the lack of digital infrastructure for weekly activities.	The project converted ENGG7902 learning resources to a Miro board, a new online interface relevant to student needs. This addresses challenges posed by a substantial volume of data in the current post-it note method, providing a more efficient and user-friendly means of handling, sharing and analysing data. This new interface acknowledges the preference for digital access and ensures smoother transition from current process.

School of Civil Engineering

Project	Partners	Aims	Outcomes
Connecting the UQ timber community Round 1 (ID: 4817158)	Staff Partners: Kelly Rischmiller, Luis Yerman Martinez Student Partners: Georgia Tiffin, Joshua Madden, Tomas Bravo Tetlak, Zeinab Darabi	This SSP project brought together students and staff interested in sustainable timber to initiate a sustainable timber Student Chapter at UQ. The purpose of this Student Chapter was to create more opportunities for students to become involved and interested in all facets of sustainable timber and its value chain. Staff supported this project by facilitating educational opportunities by drawing on their academic and industry links, and student partners worked to help organise presentations and create awareness within student communities.	The project culminated in a launch event where the purpose of the chapter was outlined along with a presentation from Keith Crews, a UQ professor and the Director of the Australian Research Council Advance Timber Hub, about sustainable timber, the industry links and the area's prospective future. The chapter conducted multiple presentations, including from Mateo Gutierrez from AKD, a PhD graduate of UQ, to promote potential career outcomes in the field of timber. The next talk was Assistant Professor Jon Hanks from the University of Tasmania and was titled 'Careering through timber engineering'.
Developing UQ's Graduate Attributes for Employability	Staff Partners: Melanie Fleming, Remo Cossu, Tara Nance	This project aimed to better understand students' perspectives on the links between graduate attributes and employability skills. By	The team worked together to create a survey about graduate outcomes and employability. The survey asked about participant

Round 4 (ID: 5216570)

Student Partners: Ambika Aul, Julie Zhiyou Li, Shuwenjun Ma, Thursina Bayu

analysing student journey maps and gathering insights from videos and surveys, the project explored students' awareness of these skills. The final goal of the project was to help students make connections between their studies and graduation, encouraging them to recognize these links earlier in their studies and to reflect critically on the skills they gain through activities and casual jobs, addressing missed opportunities for early reflection, enabling students to recognize transferable skills sooner.

characteristics (e.g. faculty, year of study, gender) and what employability means to participants (open-ended qualitative question). The student journey maps, video and survey indicated that students' awareness of employability skills remained low in their first two years but rose sharply as they approached graduation. Staff awareness grew gradually, peaking post-graduation, suggesting these skills were underemphasized in their studies. Given that many students lacked both knowledge and clear understandings of UQ graduate attributes, this highlighted a need for consistent, early attention to employability throughout degrees, leading to future project opportunities.

School of Electrical Engineering and Computer Science

Project	Partners	Aims	Outcomes
Co-creation of a GenAI Prompts Library by programming and data science students	Staff Partners: Aneesha Bakharia, Melanie Fleming, Peter Worthy, Priyanka Singh	This partnership project aimed to create a GenAI prompting library for technical fields such as programming, data science, and engineering. The deliverable evolved through the shared ideas of the student and staff partners, resulting in a web-based resource that focussed on guiding students to build applications with guidance on pedagogically effective prompts to enhance learning and critical thinking. The project will benefit EECS students and academic staff by being able to be embedded within courses and give students ideas on how to learn with GenAI.	The outcomes of the project include a web-based resource designed to enhance learning in technical disciplines. This resource is presented in a searchable book format, making it easy for users to find relevant information. The book is organized into sections covering Web Development, Cybersecurity, Design, Data Science, and Learning with GenAI. Each section contains pedagogically effective prompts that guide students on how to build projects and learn with GenAI. By providing practical examples and structured learning paths, this resource helps students integrate GenAI technologies into their studies, fostering critical thinking and technical skills.
Round 2 (ID: 4817178)	Student Partners: Cong Minh Dinh, Jack Dwyer, Vaughan Sampson, Yufan Huan		

<p>Tailoring Pedagogy for Diverse Life Experience in Conversion Masters Programs</p> <p>Round 2 (ID: 5044428)</p>	<p>Staff Partners: Ben Matthews, Nell Baghaei, Peter Worthy</p> <p>Student Partners: Sarika Chandran, Thomas Elliott, Wenrui Jiang</p>	<p>This project addressed the challenge of integrating diverse professional experiences of students in the Master of Interaction Design and Master of Information Technology programs. The team surveyed students and conducted interviews to identify barriers and facilitators to sharing past experiences. The findings led to recommendations and strategies for course coordinators to enhance learning by leveraging students' varied backgrounds. Implementation of these recommendations and strategies will contribute to creating a more inclusive, dynamic, and effective learning environment, benefiting the UQ community and serving as a model for teaching these cohorts.</p>	<p>The survey explored students' professional backgrounds and fields of study, identifying supports and barriers to experience sharing. It also examined current sharing practices, while interviews provided deeper insight into challenges in adapting to studio-based learning. To aid understanding, video resources are recommended. Other concerns will be addressed by teaching and learning leaders. Pedagogical approaches like ECHO and 'All Teach, All Learn' informed strategies, including establishing Professional Learning Networks, creating resources for demonstrators and coordinators, guiding safe network usage, and developing new methods for group project experience sharing. Some recommendations will be integrated into the DECO7140 Web Design Course in Semester 2, 2024.</p>
<p>Co-creating a strategy for fostering and supporting staff-student feedback in Electrical Engineering and Computer Science</p> <p>Round 2 (ID: 5055352)</p>	<p>Staff Partners: Kathleen Mahon, Marie Boden, Mashhuda Glencross, Stephen Viller</p> <p>Student Partners: Ho Cheung, Prianka India, Roman Kull, Zee Islam</p>	<p>The focus of this project was to promote broader student participation in feedback discussions around courses in Electrical Engineering and Computer Science (EECS). This was conducted by exploring current feedback practices in these courses and identifying areas of improvement. New feedback models facilitated a smoother staff-student dialogue and sought preliminary input from staff and students in EECS courses about the practicality of these systems. The desired outcome of this project was to propose these models to staff and discuss ways of moving forward.</p>	<p>Two main strategies were developed to improve student engagement in feedback systems: appointing student representatives in courses to collect informal feedback from the rest of the cohort and present them at course evaluation discussions; and providing opportunities for students to provide quick online course feedback during teaching periods using tools such as Blackboard or Echo Poll. These recommendations were informed by analysis of student response rates to SECaTs, understanding student POV of course evaluation processes, researching other universities and their practices on collecting student feedback, and gathering course coordinators' opinions on current and proposed feedback practices.</p>
<p>COMP4702/COMP7703: co-create lecture-friendly learning</p>	<p>Staff Partners: Alina Bialkowski, Archie Chapman, Marcus Gallagher</p>	<p>This project focused on improving the learning experience for students in COMP4702/7703 by creating a comprehensive repository of</p>	<p>The project successfully compiled a comprehensive repository of resources, addressing key learning challenges and</p>

activities guided by student experiences Round 3 (ID: 5145802)	Student Partners: ChenGe Gao, Harsha Joshi, Saakshi Gupta, Samuel Pickering	<p>resources including diverse questions, past-year examples, and materials reflecting both coursework and research contexts. This project will support students in their understanding of complex topics while providing lecturers with a readily available source of tailored examples. By fostering better engagement and understanding, this project benefits both students and staff, ensuring a streamlined and effective learning process throughout the semester.</p>	<p>streamlining access for students and staff in COMP4702/7703. The repository includes curated materials such as diverse questions, past-year examples, and tailored content from textbooks and practical code applications. Additionally, the team identified and organized common learning difficulties faced by students, providing targeted solutions and support. To further enhance understanding, a detailed instructional video was developed that explains key concepts and computational processes. This video serves as both a teaching and learning aid, improving accessibility and engagement with complex topics.</p>
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School of Mechanical and Mining Engineering

Project	Partners	Aims	Outcomes
Understanding the current perceptions of women in engineering by the undergraduate cohort Round 1 (ID: 4817167)	<p>Staff Partners: Nathaniel Deering, Ruth Knibbe, Saiied Aminossadati, Trent Leggatt</p> <p>Student Partners: Laura Musgrave, Quinn Horton, Shina Chen, Stacey Trimble</p>	<p>There has been a positive increase in Women in Engineering initiatives over the past decade, that has been coupled with greater visibility of female engineers in academia and industry. However, some undergraduate women in engineering continue to feel disempowered, as the importance and advantages of these initiatives are not taught, contributing to low support from the student body. This project contributed to fostering a more inclusive and diverse environment within the UQ engineering community by running a survey to understand the perception of women in engineering by the current undergraduate cohort. The data collected was processed and summarised to inform the next stage, which is to tackle relevant concepts that need to be demystified.</p>	<p>This project involved a thorough literature review and a survey analysing perceptions of women in engineering. The survey, with 365 responses (10% of undergraduates), found most students were satisfied with equity, diversity, and inclusion in UQ's engineering programs. However, some male students viewed women's equity scholarships as unfair, showing a lack of understanding of diversity benefits. Female students reported facing additional social barriers, especially in group settings. The study recommends increased education and awareness on equity, diversity, and inclusion to foster a more supportive environment for women in engineering and improve understanding among all students.</p>

Faculty of Health and Behavioural Sciences



Projects	Students	Staff
17	44	31

School of Dentistry

Project	Partners	Aims	Outcomes
Anatomy Reimagined: Transforming Student Learning in the DMD Program Round 4 (ID: 5211950)	Staff Partners: Necla Asli Kocak Oztug, Sandleen Feroz, Sepanta Hosseinpourdougolsar Student Partners: Chranise Traianou, Desmond Wong, Kevin Nguyen, Samuel Reid	This project, "Anatomy Reimagined: Transforming Student Learning in the DMD Program," enhanced anatomy teaching in the DMD curriculum at the University of Queensland. Focused on the DENT7101 course, the project introduced a structured framework to incorporate student feedback and improve curriculum delivery. By engaging with students and analysing feedback, the project sought to create a cohesive learning experience, benefiting students, staff, and the wider community through more competent and confident dental professionals.	Key outcomes of the project included: a revised reading list, updated to reflect current best practices and enhance student accessibility; structured GAF sessions, introduced to provide hands-on learning in an organized manner; and a review of UQ Extend content, verified and aligned with textbook standards and student needs.
Endodontic curriculum & resources enhancement through student guidance Round 2 (ID: 5044302) & Round 4 - Extension (ID: 5211948)	Staff Partners: Jessica Zachar, Ove Peters, Shekhar Bhatia Student Partners: Ahmed Abdulmunem, Emily Lee, Sana Ibrahim	This project provided third year dental students with realistic endodontic case scenarios through the H5P platform that effectively prepare them for everyday treatments they will provide in fourth year. The project aimed to boost students' confidence in clinical diagnosis and decision-making, deepen understanding of endodontic techniques and methods, and enhance knowledge and proficiency in using endodontic instruments and tools correctly in	Two complex endodontic case scenarios were delivered, with 145 student attempts. These resources cover concepts including diagnosis, considerations when collecting medical history, and clinical procedures including how to select and use relevant materials and equipment. Feedback from students reflected that the scenarios were appropriately challenging, good practice, and helped students understand how theory could be applied to deliver real-world endodontic treatment including in the case of accidents.

patient care. Student feedback was also collected at the end of the scenarios.

School Health and Rehabilitation Sciences

Project	Partners	Aims	Outcomes
Co-design resources for CALD Occupational Therapy student placements by drawing on students' stories and ideas Round 2 (ID: 5044425)	Staff Partners: Emma Crawford, Jodie Copley, Tomomi McAuliffe Student Partners: Abigail Lim, Gilbert Wei Ping Goh, Jane Chong	<p>In this project, the team identified ways to implement suitable supports for OCTY3102 CALD (culturally and linguistically diverse) students on paediatric placement. Through directly contacting and speaking with CALD students, the team collaborated to review current practices, then formed teaching and learning documents based on students' contexts, experiences and stories. These will be shared with the teaching team and implemented in the following years in OCTY3102 to foster a culturally safe learning environment for CALD students.</p>	<p>This project resulted in the creation of a table summarizing the action items to be completed, resources and practice changes, and CALD student comments. Resources development involved online resources, adding descriptors and scaffolding to reflection documents, additional orientation slides about Australian culture and placement context, and repurposing existing resources from previous years to provide relevant observation opportunities. This table was shared with the wider clinical educator team, and at the OT program Semester 1, 2024 curriculum review meeting, to inform how the course and placement will be changed in future years to support CALD students' learning, engagement and participation in a culturally safe way. The team also created a document summarizing student's beliefs, experiences and ideas for resource development and practice changes based on information gathered through the interviews and surveys, which informed the table above.</p>
Bringing theory and practice together in OCTY2106 Round 2 (ID: 5044426)	Staff Partners: Merrill Turpin, Rebecca Olson Student Partners: Heather Woods, Jessica Hwang, Yi Yan Leung	<p>This project sought to enhance students' experiences in the OCTY2106 course, by co-designing teaching and learning practices related to the course's second module on sociological theory and its application to occupational therapy practice. The new practices aimed to enhance students' experiences with lecture content in</p>	<p>An anonymous student survey of OCTY2106 teaching and learning practices was collected, with 66 responses, and compared with previous SECATs (13 responses). Responses emphasised the value of discussions with peers and course staff in tutorials and a preference for reviewing online material in their own time. Changes were made during</p>

		<p>OCTY2106, allowing for better comprehension and connection of sociology theories with occupational therapy practice, as well as to improve access to feedback from students, given low rates of SECAT responses. Obtaining timely feedback enabled responsiveness to student feedback during course delivery.</p>	
<p>Speech Pathology Clinic – Orientation Re-envisioned Round 3 (ID: 5148119)</p>	<p>Staff Partners: Andrea Abel, Sarah Kopeshke Student Partners: Miranda Yau, Sylvana Diakogeorge</p>	<p>This project created an orientation resource for students entering speech pathology placements, providing them with essential information for a smooth transition into their roles. Through a series of short, engaging videos, students receive a virtual tour of the clinic, an overview of daily workflows, and important guidelines on clinic procedures. This information is collated onto a Padlet guiding students to further details, enhancing their preparedness and confidence. This orientation series ensures that students are well-informed, fostering a productive and supportive learning environment for both students and staff.</p>	<p>Orientation videos for incoming speech pathology students to the UQ HRC were created. These resources were integrated into a Padlet to be shared with future students: https://padletuq.padlet.org/sdiakogeorge/orientation-package-for-uq-clinics-bqdq9zrvqur3qkqk</p>
<p>Boosting feedback literacy in Physiotherapy - let's get dynamic! Round 4 (ID: 5216572)</p>	<p>Staff Partners: Alana Dinsdale, Lauren Cox, Roma Forbes Student Partners: Calum Neish, Henry Hamilton, Jianqi Li</p>	<p>This project aimed to enhance feedback literacy in physiotherapy coursework students by improving students' understanding of feedback as an active process, and how this translates to academic and clinical performance. To achieve this, we developed an independent learning package (ILP), partnered with recorded vignettes on feedback engagement and a lesson plan for a problem-based learning workshop for final</p>	<p>An independent learning package (ILP) was developed for final year physiotherapy coursework students undertaking simulated learning prior to placement using PowerPoint. This explores feedback literacy, focused on engagement with feedback, and contains interactive elements such as quizzes. A 1-hour workshop plan to be held during a week in this accelerated simulation course (PHTY4401-7881) was also developed. This</p>



<p>Seeing is Believing: developing paediatric physiotherapy assessment resources for students</p> <p>Round 1 (ID: 4817166) & Round 3 – Extension (ID: 5145796)</p>	<p>Staff Partners: Georgina Clutterbuck, Julie Anne MacDonald</p> <p>Student Partners: Sara Aniruddha Rotiwar, Celine Leung [Round 1], Xiaorong Zhang [Round 1], Leona Shijo [Round 3], Vidhi Gopal Marathe [Round 3]</p>	<p>year physiotherapy students. The ILP provides students with foundational knowledge on feedback literacy, focused on feedback engagement, which is highly relevant to clinical placement. The problem-based learning workshop will provide students with opportunities to further extend their knowledge and abilities in analysing feedback literacy in practice and self-reflecting on experiences engaging with feedback.</p>	<p>workshop builds upon students' learning in the ILP through problem-based learning situated in recorded vignettes - showcasing a student engaging in feedback with a clinical educator. Students will analyse and discuss how the student engaged in feedback, referring to elements of engaging in feedback outlined in the ILP and added to a pre-existing workbook. Following the vignette activity, students will reflect on their own experiences in feedback and discuss within small groups, with the opportunity to discuss in the larger group if desired. The ILP and workshop will be implemented in January 2025. Feedback on these learning activities will guide future iterations and revisions.</p> <p>This project reviewed past content in paediatric physiotherapy courses and evaluated potential improvements to the practical manual, videos, and summary sheets to improve the student experience. Consultation with the cohort and course coordinator was conducted throughout the project to inform improvements to learning materials. After weighing all options, the team decided to create support videos for all techniques demonstrated in the course. Additionally, weekly feedback from the cohort was taken to modify and improve the quality of videos as well as add any additional techniques that were missing. Simultaneously, discussion on how to tackle the practical manual for the upcoming cohort also took place. The team created Module 2 notes on Canvas with regular check in sessions with our course coordinator.</p> <p>Additional video content to demonstrate paediatric physiotherapy techniques not covered in current learning materials was developed, incorporating student feedback. A revised practical manual for the next cohort was produced. The team also produced a new supporting document for Module 2 EdX content to support students' learning and drafted a design for the practical manual for the next Module 1 cohort.</p>
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School of Human Movement and Nutrition Sciences

Project	Partners	Aims	Outcomes
Connecting Learning Design to the Professional Experience Round 1 (ID: 4817170)	Staff Partners: Paul Treschman, Sue Monsen Student Partners: Brooke Whiteley, Xiaoyi Tan	This project created resources to support translation of a theoretically informed pedagogy introduced at university to be applied in authentic school environments. Pre-service teachers, lecturers, teachers, and coaches were engaged in the development and refining of resources. Importantly, pre-service teachers trialled these resources during their professional experience and provided a first-hand account of factors influencing translation. Final project outcomes included a design framework and a suite of video resources to help pre-service teachers and teachers understand principles in designing and enacting this non-linear pedagogical approach. A report was also developed that outlined the processes that informed the project's outcomes.	A YouTube channel was launched (Constraints Simplified) with videos overviewing and applying the Constraints-Led Approach (CLA) in various performance contexts, with future videos planned beyond scope of project. A Constraints-Led Approach activity design framework was also developed to aid the design of CLA activities that effectively incorporate CLA principles. Finally, a detailed report was developed to highlight the processes involved in designing these resources, including feedback from pre-service teachers, lecturers, teachers and coaches on barriers and enablers to CLA application. Report details (e.g., annotated models, templates, review of literature, stakeholder feedback) will be used to inform teaching practices and assessment design in EDUC3006 (Inquiry Based Pedagogies). These resources support pre-service teachers' understanding of CLA and the translation of this approach in their future professional experiences and teaching.

School of Nursing, Midwifery and Social Work

Project	Partners	Aims	Outcomes
Targeted Age Friendly Uni Support for Mature-Aged HaBS Students Round 1 (ID: 4817193)	Staff Partners: Glenda Hawley, Loretta Anderson Student Partners: Allie Wilde-Rose, Julie Baker, Thea Milburn	This project engaged with Mature Aged Return to Study (MARS) students and UQ staff to identify and propose targeted changes to UQ process and procedure (in particular Midwifery and Dual Degree Nursing and Midwifery Students) in line with UQ being an Age-Friendly University (AFU). Project aims included identifying MARS students and	A questionnaire was developed to collect MARS student experiences and discussed with a focus group of 8 current MARS Midwifery/Nursing & Midwifery students, providing insight into their experiences, challenges, student experience hopes, placement expectations, whether they felt UQ is an AFU. Information on support of MARS



Enhancing students' sense of professional identity in the School of Nursing, Midwifery and Social Work (NMSW)

Round 2 (ID: 5044502)

Staff Partners: Alison Bourke, Janine Rix, Peta Winters-Chang

Student Partners: Eeshita Patyal, Kayla Dickie, Taylor Middleton, Yonglin Luo

understanding challenges and barriers MARS students face in returning to study. The outcomes can guide future strategic reduction of barriers to the commencement and completion of HaBS Bachelor's degree and can act as a model for other degree programs to adapt and institute.

students was also sought from relevant staff. Prof Nancy Pachana provided insight on the importance of language/labels and suggested the creation of a specialised 'Student Liaison Officer' role to assist Nursing/Midwifery MARS students. Dr Kevan Walter Jones (Learning Advisor) was interviewed around establishing targeted Nursing/Midwifery MARS O-week activities, group study sessions and a document clearly outlining the support available at UQ to MARS HaBS students. These insights have been referred to the UQ Learning Advisor team for further development beyond the scope of this SSP. Dialogue was instigated regarding MARS student social opportunities via NAMSA. The team intends to apply to a future SSP to further develop and implement outcomes.

A sense of belonging is pivotal to the student experience and a sense of professional identity – a sense that 'this is the right course/program/profession for me' – is a one of the most important contributors to student retention and later career satisfaction. A previous Student-Staff Partnership (SSP) project explored the best way/s to improve students' sense of professional identity within the School of Nursing, Midwifery and Social Work (NMSW). In this SSP extension project, we reviewed and consolidated previous survey and focus group data and identified the most relevant and achievable initiative to enhance professional identity: development of a bespoke podcast series. We developed, administered and reviewed a new survey for all NMSW students to further explore students' appetite and preferences for a podcast series, which will greatly assist in future planning.

This project consolidated the understanding of professional identity among students and staff partners by reviewing and analysing the previous data collected from the previous SSP draft report. This analysis deepened our understanding of variation in concepts of professional identity across sub-groups of NMSW students (e.g., mature age students vs school-leavers; international versus domestic students), as well as the correlation between professional identity and student experience. Our team used this analysis to refine recommendations of how to best enhance professional identity within the School of NMSW and its four disciplines. We also developed a new survey regarding students' appetite for, and preferences regarding, a podcast, and developed potential podcast episode topics covering all four school disciplines.

School of Pharmacy

Project	Partners	Aims	Outcomes
Enhancing pharmacy student's feedback literacy in work integrated learning Round 2 (ID: 5044423)	Staff Partners: Jessica Cockerill, Tanya Henry Student Partners: Aaliah Nelson, George Meijer, Johnathan Donnelly, Keira Higgins	This extension project focused on enhancing feedback resources and evaluating recent changes in placement-related materials for pharmacy students. The primary aim was to co-design feedback resources for students on placements, emphasizing tips for eliciting, receiving, and acting on feedback, linked to reflection and goal setting. Secondary aims involved evaluating 2023 implementations, including the reorganization of the Blackboard site, the effectiveness of the new Student Placement Handbook in providing pre-placement information and compliance documentation access.	Key outcomes included creating an interactive infographic, planning a feedback literacy module and curating relevant content, and developing a script for an informational video. In addition, student partners reviewed the content arrangement/location/identifications of the Student Placement Handbook, and the organisation of information and assessment links in the relevant Blackboard course.
Game-based learning for improving engagement in pharmacy students Round 3 (ID: 5145795)	Staff Partners: Meng-Wong Taing Student Partners: Gil Daniel Gabatan, Liam Krueger	The primary aim of this project was to increase engagement of first year pharmacy students using a game-based learning platform (Kahoot). Students and tutors responded favourably to integrating quizzes at the beginning of tutorials; however, it was also noted that these quizzes may have a stronger benefit of prompting revision and identifying gaps in learning. Therefore, these quizzes may be suited more to theory-based workshops where students can identify gaps in their learning at the beginning of session, instead of the practice and skill-based tutorials in which students are already quite engaged.	Nearly all students participated for each Kahoot quiz, which was run at the start of each tutorial based on the previous week's content. A questionnaire found that over 70% of students agreed that the Kahoot quizzes held during tutorials made learning interesting and engaging. However, one student added written feedback showing interest in having a big group Kahoot to promote engagement and revision. These quizzes have potential to prompt poorly-scoring students to identify useful target areas for study, but this approach may be most effective in theory-based sessions such as workshops, instead of practical and skill-based tutorials.
Student-designed study guides to support blended learning in PHRM1101 Round 4 (ID: 5216400)	Staff Partners: Jared Miles, Jessica Cockerill Student Partners: Aaliah Nelson, Ayush Agarwal, Mila Samoilenko, Sepide Hoseiny	This project utilised the real experiences of students studying PHRM1101 in the new blended learning model to develop guides to help future students study more effectively. Past PHRM1101 students reviewed the course content, shared their personal	This project developed a set of student-designed study guides for PHRM1101, which incorporate authentic study recommendations and guides based on real experiences. These guides will help future students not only learn the content for the first time but also identify

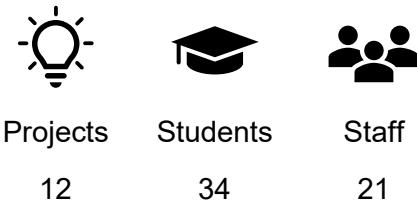
experiences and challenges when studying the material, and developed study guides with recommendations for studying techniques, time management, and links between content. These guides will be provided to students in all future PHRM1101 offerings.

key areas that will be used in future assessments, courses, and professional practice.

School of Psychology

Project	Partners	Aims	Outcomes
Fostering Stronger Connections: Social Discussion Groups for Student Transitions Round 1 (ID: 4817190) & Round 3 – Extension (ID: 5148132)	Staff Partners: Kevan Jones, Tarli Young [Round 1] Student Partners: James Fowler, Natalie Lewis, Nahmsai Wong [Round 3]	This project sought to foster stronger connections among psychology honours students to ensure they have the support they need to complete their final year and thesis. We utilised positive psychology tools to help students build strengths and resilience and share this within their community to encourage ongoing utilisation. This approach can help create a supportive community that extends beyond the classroom, providing students with a valuable network of peers who can offer encouragement and guidance throughout their academic journey and beyond.	A general guide to studying in courses using a blended learning approach was developed. Recommendations include how to engage with UQ Extend, dividing study into manageable portions, effective notetaking. These apply not only to PHRM1101 but also future courses.

Faculty of Humanities, Arts and Social Sciences



Faculty central unit

Project	Partners	Aims	Outcomes
The Impact of Course Structure and Design on Marginalised Perspectives and Content Round 2 (ID: 5044420)	Staff Partners: Paige Donaghy Student Partners: Kirsten Berkhout, Melanie Harper	This project collaborated to get a better understanding of the impact of course structure and design on the inclusion marginalised perspectives in HASS courses. The team investigated the prevalence of different perspectives and issues within courses through engagement with both student and staff stakeholders to gain a holistic understanding of the issues, to then formulate a recommendations report.	There were three key outcomes of our project. The first was that our review of 100 HASS courses suggests that many courses do not include many marginalised perspectives and the perspectives that are included are often confined to the final week, or few weeks, of semester. The second outcome was that the student survey suggested that UQ students are highly interested in marginalised perspectives but learning about these perspectives in the week(s) at the end of a course may impact their ability to engage with that content. The outcome of our project was that our interviews with staff gave us useful insights into the process of designing courses and highlighted the complexities and numerous factors that promote or inhibit the inclusion of marginalised perspectives.

HASS Student Futures

Project	Partners	Aims	Outcomes
EngageHASS: Designing events to enhance engagement and employability Round 4 (ID: 5216156)	Staff Partners: Cammie Westerman, Himanshu Raheja Student Partners: Alana Shovelton, Jiang Zhu, Riddhi Garg	The Engage HASS project sought to enhance student engagement and skill development through innovation. We cross-examined various event formats based on UDL and co-designed an employability workshop, a Health and Wellness Week, and a Student Journey expo to leave students with tools necessary to elevate their career prospects and overall university experience.	Additional PHRM1101-specific guides for tackling content modules were also developed, including content-specific tips, study time requirements each week, and additional resource recommendations.
Curriculum change in the Bachelor of Arts Round 4 (ID: 5216398)	Staff Partners: Amber Forsyth Student Partners: Clare Glasscock, Conor Jedam, Sam Huynh	This SSP evaluated and co-designed curriculum change recommendations for the Bachelor of Arts across all majors. Each Bachelor of Arts student has a unique experience, choosing a combination of majors, minors and electives. Through focus groups and interviews we have captured diverse student experiences and articulated this through case studies presented to major convenors and course coordinators to shape the future of the Bachelor of Arts curriculum.	This project focused on generating student-voice orientated recommendations for the relevant working party stakeholders (including Major Convenors, the Program Convenor and Directors of Teaching and Learning). The project gathered stakeholder experiences of the Arts program—major convenors and students—via focus groups and interviews. This qualitative data informed recommendations for changes to delivery, content, and assurance of learning. These changes will uphold UQ Graduate Attributes for current and future stakeholders, forming a foundation of student/staff collaboration and co-design. One of the key outcomes was presenting our research findings at a Working Party (5) Workshop Presentation in November with an accompanying report.

School of Communication and Arts

Project	Partners	Aims	Outcomes
The Scene: A Cultural Introduction to UQ, Brisbane, and Australia	Staff Partners: Caroline Graham, Leah Henrickson	This project created Stickybeak, a pilot digital cultural orientation resource for new students and staff to go to for all things Brisbane. From	The team created a website for Stickybeak that includes three primary pages: 'Staying In' (e.g. films, literature, music), 'Going Out' (e.g.

Round 1 (ID: 4813385)

Student Partners: Clare Glasscock, Ghazal Shamsabadi, Liam Lyttle

music and movies to restaurants, parks and venues, Stickybeak also offers the diverse array of students and staff at UQ opportunities to explore Brisbane and share their favourite parts of their 'local' art and culture scene—whatever that means to them.

restaurants, shops, venues), and a 'Map'. An 'About' page contextualises the purpose of the website and who helped create it. The team is currently in conversation with HASS Faculty representatives to explore options for embedding Stickybeak in UQ's induction materials and digital infrastructure. A content drive has all the website content stored in an organised manner for continued website maintenance. This drive will ensure that if the website experiences disruption, created content is not lost.

School of Historical and Philosophical Inquiry

Project	Partners	Aims	Outcomes
Combining experiences to create resources for Classics and Ancient History students	Staff Partners: Annabel Florence, Kit Morrell	This project focused on making accessible digital resources to improve the learning experiences of students in Ancient History courses at UQ. We collaborated on a series of short videos designed to improve students' understanding of fundamental discipline skills. In preparation for the videos, a survey was conducted to assess how and why ANCH students engage with existing resources and what areas they found most challenging. The results from this survey informed the structure and content of these resources.	The team produced nine videos covering the most integral and challenging aspects of studying Ancient History at UQ. Videos 1-2 explain referencing expectations, 3-5 preparing, writing, and formatting a research essay, 6-8 assessing and analysing ancient evidence and modern scholarship, and 9 focuses on exam preparation. Efforts were made to ensure the videos were accessible, including utilising audio and visual elements and accompanying transcripts. By collaborating on the structure and scripts for the videos were able to predict and address students' needs more accurately. The videos will be available to students year-round, through their course Blackboard sites, and will supplement the existing Classics and Ancient History Study Guide.
Round 3 (ID: 5145800)	Student Partners: Alex van Vugt, Nyx Milbourne, Tyla Cascaes		
Advanced Humanities Post-Graduate Study Mentorship Program	Staff Partners: Karin Sellberg, Lisa Walters	The project team aimed to develop a website where Advanced Humanities students could find the resources they needed to prepare for overseas postgraduate studies. This can be	The Advanced Humanities Mentorship website provides discipline-specific guidance in preparing for overseas post-graduate studies. This includes student testimonials,

Round 4 (ID: 5211943)

Student Partners: Ching Chi Chan, Mira Gibson

challenging as US and UK institutions often require prodigious CVs and high GPAs and utilise inconsistent language. The team wanted to help students find information about application processes, scholarship options, deciding between different institutions, and interviews with Advanced Humanities alumni who are currently pursuing post-grad overseas.

handy resources for choosing a post-grad program, and a scholarship database. This website is set up as a living resource – it will grow and change depending on the interests of the students working on it, providing an accurate, student-driven resource:
<https://uqadvancedhumanitiespostgrad.wordpress.com/>

School Languages and Cultures

Project	Partners	Aims	Outcomes
Co-creating new and better learning resources in a digital interaction course	Staff Partners: Valeria Sinkeviciute Student Partners: Andrea Giovanna Rodriguez Ortega, Ling Zhao, Mako Narumi, Zhiyi Liu	This SSP project aimed to reevaluate and update the complexity of current teaching and learning materials used in SLAT3030 and gather more information about students' interests towards digital discourse through survey and collect authentic interactional materials which can potentially be introduced in future courses. This SSP project contributed to reevaluating and providing potential updates on current teaching and learning materials of SLAT3030.	The team contributed to updating the course materials by analysing data gathered from four sources: (potential) students' interests, parallel courses, current research, and naturally occurring data obtained from online settings. This included: outlining aspects that can be improved to make the course content and materials more accessible for students; identifying similarities and differences between SLAT3030 and two other adjacent courses, LING3065 and CHIN2600; collecting students' perspectives on social interaction in online spaces; and creating two data banks for potential opportunities.
Round 2 (ID: 5055367)			
Active engagement in the applied linguistics courses in the age of AI	Staff Partners: Annita Stell, Hao Tran, Noriko Iwashita Student Partners: Thuan Nghi Ninh, Shike Jian [Round 1], Vo Quoc Thang Le [Round 1], Wei Wei [Round 1], Marlene Valdes Fuentes [Round 4], Wenhui Ma [Round 4], Yuni Kartika [Round 4]	The project examined students' experiences with flipped learning in the Master of Applied Linguistics Program, focusing on the UQ Extend platform and AI-related activities across four courses (SLAT7001, SLAT7807, SLAT7826, and SLAT7835). Initial survey results showed neutral student attitudes toward the platform and AI integration, with a clear desire for more guidance on incorporating AI into course activities. The team then further explored student attitudes	Project outcomes included gathering student partner reflections on AI-related activities and learning experiences of UQ Extend, student interviews to gain insights into their perceptions of AI and UQ Extend, and a social event to provide an opportunity for students and staff to connect outside the classroom.
Round 1 (ID: 4817180) & Round 4 – Extension (ID: 5216144)			

through in-depth interviews. A secondary aim was to improve student connection outside the classroom, which was achieved by facilitating a student social event.

School of Political Science and International Studies

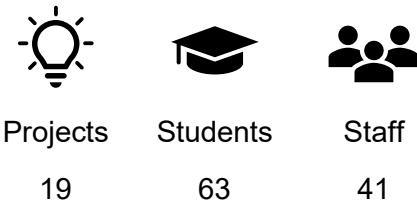
Project	Partners	Aims	Outcomes
Balancing traditional and practiced learning in Gender Studies Round 4 (ID: 5211951)	Staff Partners: Cassandra Byrnes, Nicole George Student Partners: Ben Stephens, Phoebe Werry	Work-integrated learning activities in Gender Studies minor subjects within HASS Bachelor of arts required a more seamless balancing with existing traditional teaching. With students' goals and careers in mind, the team progressed to also ask students about their backgrounds and motivations for taking Gender Studies courses and their interests in seeing a gender studies major offered into the future. Student and alumni data found strong support for a Gender Studies major, honours, or masters offered at UQ, with many students, especially those within HASS, expressing that the Gender Studies minor had been both fruitful and impactful in their future career prospects.	The student survey achieved 70~ responses and provided invaluable insight into what students enjoyed about the Gender Studies minor and their suggestions for improvement. There was a very strong interest indicated in improved focus on practice-based and work-related learning including the development of case studies, focusing on policy applications for work undertaken in the course. Many students expressed interest in possible expansion of Gender Studies opportunities within the University, including the possibility of a major, honours, and most notably, postgraduate work in the form of a master's at UQ. Women, Non-Binary Individuals, and those with programs within the HASS faculty already, expressed the greatest interest in both skill/practice/work-based learning and further opportunities for pursuing Gender Studies within UQ in the form of a major or Postgraduate work.

School of Social Science

Project	Partners	Aims	Outcomes
Contemporary Enslavement: Is our proposed teaching package fit for mass roll-out?	Staff Partners: Chris Frost, Kaz Manley, Lynda Shevellar Student Partners: Bertha Park,	With a focus on contemporary enslavement in Australia and collaboration between the four social science disciplines, this extension project held meetings across the semester to	The desired outcome of this partnership project is to facilitate interdisciplinary interaction, and foster student belonging in the social sciences, through student engagement

<p>Round 2 (ID: 5044501)</p>	<p>Erin Bartram, Matilda Glover, Wiracha Utentpitak</p>	<p>develop a final event that celebrated the broader belonging TIG. This SSP has established the Global Change Institute (GCI) as the venue, created a suitable introductory game idea, created a basic outline of the evening and developed ideas for panellists, feedback methods, entertainment and volunteers needed.</p>	<p>and reflection on their modern slavery course learning experiences. We developed a final event guide that includes outlining preparations, the event schedule, the venue, people involved/need, panel ideas, prize ideas, feedback and advertising ideas and activity instructions. The materials produced in our SSP aims to aid the TIG team in confidently transforming a clear event vision to produce an enjoyable and properly focused event.</p>
<p>Co-creating feedback mechanisms to improve teaching quality in HASS</p> <p>Round 4 (ID: 5216048)</p>	<p>Staff Partners: Deanne Gannaway, Rebecca Olson Student Partners: Izza Adani, Stacey Trimble</p>	<p>SECaT response rates have declined in recent years. This project explored alternative methods for gathering student feedback on teaching and learning to be used alongside SECaTs. It gathered the perceptions of students regarding alternative methods to the traditional institutional student feedback surveys used to assess teaching, course quality and students' experiences. Through qualitative and quantitative methods, this project highlights the perceived strengths and weaknesses of various feedback mechanisms.</p>	<p>The project provided evidence that students' attitudes and expectations to giving feedback have shifted and that alternate mechanisms for gathering feedback must be sought. This evidence emerged from a literature review, surveys and a focus group. Next steps include drafting a report for more stakeholders to help communicate more information. The project allowed for connections with other similar projects examining similar areas from different parts of the university. Findings emerging from these projects will be brought together into a more detailed report that can then inform future decisions related to student evaluation surveys.</p>

Faculty of Medicine



Faculty central unit

Project	Partners	Aims	Outcomes
Explore the functionality and limitation of ChatGPT in written assessments	Staff Partners: Amalie Dyda, Joan Li, Luke Zaphir, Mashhuda Glencross	This extension project focused on testing ChatGPT's ability to assess written assessments from multiple disciplines. Given the rapidly increasing development of generative models, the project sought to measure the potential of ChatGPT technology to provide cohesive and meaningful feedback on assessment resources, referencing a rubric and task outline, optimizing the process of marking at university.	The team discovered that depending on how prompts and rubrics are modified, ChatGPT provides cohesive and meaningful feedback regardless of discipline. Initially ChatGPT misprocessed resources and instructions, but as resources and prompts were carefully examined and edited cohesively, the team was able to get markings consistent with human markers' feedback. However, there are future opportunities to design methods to reduce/eliminate the offset in outputs of ChatGPT for larger assessment. The process may involve prompt engineering, cohesive restructuring of resources, and careful re-examination of testing methods for further improvements.
Round 1 (ID: 4817192)	Student Partners: Lars Engen, Nikhil Jangamreddy, Roy Joseph Roberto, Ryuto Hisamoto		

Centre for Health Services Research

Project	Partners	Aims	Outcomes
Structured Writing Excellence Program (SWEPP) for HDR students at Centre for Health Services Research	Staff Partners: Kevan Jones, Tracey Bjorkman Student Partners: Hannah	The project aimed to address writing challenges faced by CHSR PhD students across various campuses. Using a design-thinking approach, the team conducted focus	Following the focus groups the following needs were identified: addressing core writing skills and processes (such as self-editing, critical skills analysis), and guidance on using

Round 3 (ID: 5148137)	O'Connor, Nima Ghahari, Souhayel Hedfi	groups with students to identify specific barriers to effective academic writing. These insights are guiding the ideation of targeted solutions, which will inform future structured support initiatives. Ultimately, this project aims to serve as a model for similar support programs in other research settings.	AI writing tools effectively and safely. Students also needed support in skills in managing time, emotional barriers (such as frustration, guilt, overwhelm and imposter syndrome), and motivation barriers (such as procrastination and lack of motivation) and accountability mechanisms. Additional support provided could include writing resources and support services such as a database of templates and examples.
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Medical School

Project	Partners	Aims	Outcomes
The production of revised or new Clinical Based Learning (CBL) cases for MD2 in 2024	Staff Partners: Hannah Gilchrist, Joan Li Student Partners: Bella Hulls, Luke Pahl, Michael Smith, Renee Curry	This extension project developed an immersive clinical scenario for the new MD curriculum, focusing on depression in young adults. The project provided faculty with valuable insights into student learning preferences and relevant topics, aiding in the development of future CBL cases.	Outcomes include the creation of a new Case-Based Learning (CBL) scenario to educate students on the presentation, assessment, and treatment of depression in young adults, along with other common mental health conditions and a tutor guide to complement the CBL tool, offering educators resources to facilitate discussions and enrich the learning experience. The scenario simulated a patient's journey from initial presentation to diagnosis and management, integrating diverse medical aspects and promoting a patient-centred approach. Interactive elements were incorporated to enhance engagement and application. Feedback from academics, clinicians, and student focus groups ensured accuracy and effectiveness. This collaborative effort resulted in a comprehensive learning resource approved for UQ's medical program from 2024, fostering a culture of dialogue and mutual respect while enriching both student learning and faculty expertise in curriculum design.
Round 1 (ID: 4817195)			

<p>Co-design a unified library of MD mental health placement resources</p> <p>Round 2 (ID: 5044424)</p>	<p>Staff Partners: Nicola Warren, Sara Burton, Tim Edwards</p> <p>Student Partners: Arona Merchant, Christy Cheung, Kirsty Smith, Tamyka Bell</p>	<p>This project co-designed a library of preparatory resources for Doctor of Medicine psychiatry placements, based on feedback from students across cohorts and guided by staff consultation. The team identified a subset of high-priority resources and commenced development of the first three: a condensed version of the mental state examination for quick reference when interviewing patients, a summary of psychoactive medications in a standardised and searchable format for use as a study aid, and a quick-reference card based on this information for use in consultations.</p>	<p>The outcomes of this project include draft resources for refinement in the next round: a searchable study guide (and a pocket card version) presenting standardised information for psychiatric medications, including dosing, side effects and contraindications; a card-sized version of the mental state examination; and a priority list of additional resources. Other less tangible outcomes include an appreciation of the challenges of approaching a subject asynchronously, negotiation skills, and practicing partnered accountability, with teammates reaching out to others whose contributions were interrupted by external factors.</p>
<p>MD Journeying Together Initiative: Guided Learning Advancing Student Success (GLASS)</p> <p>Round 3 (ID: 5145878)</p>	<p>Staff Partners: Kate Sweeney, Kym Ward, Nalini Pather</p> <p>Student Partners: Arad Solgi, Chelsea Angeles, Magdalena Jach, Noah Varghese</p>	<p>The Guided Learning Advancing Student Success (GLASS) project initiated the iterative development of a medical student learning ecosystem. Aimed at enhancing engagement and learning experiences, the team conducted a literature survey and designed a specialized tool to assess resource quality. Piloted with 11 students, it gathered insights on guided learning in early medical education. The tool continues to collect data, informing improvements. Future steps include focus groups to refine the database, ensuring a robust foundation for analysis and strategic advancements. These efforts aim to optimise learning tools and provide meaningful direction for future direction.</p>	<p>The 11 survey responses were comprehensive and specific giving feedback on each of the courses throughout the MD1 and MD2 curriculum. When evaluating the guided learning materials, the survey asked if the material was comprehensive, engaging, clear, time appropriate, and if it was easy to follow. Generally, it was found that most of the courses demonstrated low clarity and time appropriateness, except for Pathology which received relatively high scores. Common themes include that some of the readings were too excessive or irrelevant (especially for anatomy and pharmacology). Amongst the year 1 medical students there is a consensus that the guided learning is too long, sometimes inaccessible, or not relevant for the class.</p>
<p>How TBL can prepare you for CSBL: optimising the student experience in Medicine</p> <p>Round 3 (ID: 5148127)</p>	<p>Staff Partners: Hannah Hegerty, Jack Gilpin</p> <p>Student Partners: Bobbak Makooie, Jasmine Blight, Kelly Thai, Sarah-Jayne McElnea</p>	<p>The aim of this project was to improve the experience of MD students transitioning from a TBL-based pedagogy in first year to a CSBL-based pedagogy in second year within a newly designed program. Feedback from first-year and second-year students was</p>	<p>The project enhanced understanding of first- and second-year students' experiences in Team-Based Learning (TBL) and its effectiveness in preparing them for Case-Based Learning (CSBL). It examined student perceptions of key competencies developed</p>

<p>To add to and refine a unified library of MD mental health placement resources created in Round 2 project</p>	<p>Staff Partners: Nicola Warren, Sara Burton, Tim Edwards Student Partners: Arona Merchant, Christy Cheung, Kirti Smith, Tamyka Bell</p>	<p>sought through focus groups designed to elucidate current gaps and identify opportunities to optimize program delivery. One focus group was completed followed by a final feedback session between the four SSP students and staff partners to collect additional feedback. Proposals have been made to SSP staff partners to address the issues raised during focus sessions, with a view to developing proposed lesson plans for submission to the faculty in the future.</p>	<p>through TBL, identified gaps in preparation, and compared essential CSBL skills with those recognized by second-year students. Findings informed recommendations to optimise TBL for better CSBL readiness. These recommendations were presented to SSP staff partners for possible implementation. Future opportunities include two TBL sessions based on focus group insights, further refining the curriculum to ensure a more seamless transition from TBL to CSBL.</p>
<p>Round 3 (ID: 5148135)</p>		<p>The primary focus of this extension project was on tools that could be used as a quick reference while on placement in a mental health facility or as a memory aid when working as an intern, including a mental state examination guide and a psychiatric drug reference card. A secondary focus was on helping students navigate and consolidate the high volume of information within the course materials, through a map of the online modules, a psychiatric management guide, and a summary of common medication classes.</p>	<p>The project created a library of resources for Doctor of Medicine students undertaking their Mental Health placement block that will also be useful as students continue into medical internship. These resources include a Mental State Exam quick-reference card for use when assessing, monitoring or referring a patient, a guide for developing a psychiatric management plan, a psychiatric medication summary spreadsheet and a drug cheat sheet for use on placement or as an intern and a navigation map for the online learning resources. The project also collated information on student and staff preferences for mental health resources, which will be useful for future course development.</p>
<p>Co-creating top tips for TBL learning in the MD program</p>	<p>Staff Partners: Jack Gilpin, Shu Wang Student Partners: Alice Luo, Harley Newhart, Nathaniel Garrett, Sarah Cunningham</p>	<p>Team-based learning (TBL) is a novel format for incoming MD students at UQ that employs a flipped classroom approach. This presented an opportunity for current students and staff to co-design resources to help new students optimise their first-year TBL experience. The team developed and organised advice into thematic "top tips" videos. The process involved writing, planning, filming, recording voiceovers, and editing, with the final product embedded into the LMS for asynchronous</p>	<p>The initial goal was to produce two deliverables: a video and self-guided activities which evolved into a video and enhancing an existing synchronous learning activity. The video is a 4-minute introduction to TBL featuring co-designed top tips from all student and staff partners with the in-class activity designed to provide a more relevant and engaging experience for students. The team gained valuable insight into the medical</p>

		<p>self-guided learning. Additionally, in-class activities were modified for the introductory TBL session to enhance student engagement.</p>	<p>education process, collaborating with staff and students and personal growth.</p>
<p>Making medicine safe: Piloting a co-designed system for promoting inclusion</p> <p>Round 4 (ID: 5216399)</p>	<p>Staff Partners: Alison Ledger, Lucy Burr, Nalini Pather</p> <p>Student Partners: Alec Cook, Lagshiga Shanmuhalingam, Luke Waldie, Nikka Sandoval</p>	<p>We aimed to explore barriers and facilitators to medical students reporting inclusive practices to develop an effective and accessible system moving forward. We conducted a brief literature review about inclusive and non-inclusive medical education practices, created a list of questions we wanted to ask medical students, conducted informal interviews with 16 medical students from a variety of backgrounds, collated these findings into a report and then created a framework in the form of a flowchart that could be used to achieve our aims. Interviews revealed both barriers to reporting and possibilities for enhancing existing systems.</p>	<p>Our interviews revealed several key findings. Barriers to reporting include fear of repercussions, distrust, limited awareness of reporting tools, lack of transparency and performative actions within the medical school (i.e. placing the diversity slide in the beginning of lecture but not seen in practice). There were variations in students' preferences on reporting tools and methods of closing the loop. Some prefer an anonymous tool separate from UQ while others preferred individualised support. Considerations in enhancing tools include anonymity, accessibility and partnership between student and staff. We developed a flowchart to increase transparency and accountability regarding the processing of feedback for inclusive practices. We plan to create a revised reporting system that will be piloted and implemented in a 2025 SSP. (Link report, flowchart)</p>
<p>CLEVER - Creating LEarning Resources that Students ValuE and AppReciate</p> <p>Round 1 (ID: 4817165) & Round 4 – Extension (ID: 5216029)</p>	<p>Staff Partners: Laura Clarke, Michaela Kelly</p> <p>Student Partners: Kasundri (Kas) Kulasinghe, Sahil Gupta, Tin Nguyen</p>	<p>The team developed a comprehensive survey to be disseminated to Year 3 and 4 UQ Medical Students to collect student opinions about the design, mode of study and delivery, efficiency, and applicability of current and new learning resources for the Phase 2 UQ medical curriculum. The survey also sought information from students about their commitments, demands on their time and capacity for self-directed learning.</p>	<p>A survey was developed and delivered, with a preliminary focus group plan developed to further explore findings and implications for the design of learning resources for the Year 3 and 4 medical programs. The following poster was accepted for the ANZAHPE 2025 conference and presented at the Redcliffe Hospital Research Symposium 2025: 4817165 Outcomes - Clever Poster v5.pdf</p>

School of Biomedical Sciences

Project	Partners	Aims	Outcomes
Student-centred learning: Maximizing potential with feedback Round 1 (ID: 4817164)	Staff Partners: Amy Chan, Mark Midwinter, Saleem Babri Student Partners: HuiShan Hong, Luke Waldie, Saskia Gilmour, Wanyun Irene Huang	<p>The project "Student-centred learning: Maximizing potential with feedback" sought to examine how feedback is incorporated into student learning within courses at the University and investigate opportunities for the improvement of feedback and student learning. Student Partners conducted an informal survey of student opinions on assessment feedback from various faculties and courses within the University. Using these student opinions and Student Partner collective experience, Student and Staff Partners worked together to make recommendations and provide examples demonstrating how the improvement of assessment feedback can better facilitate student learning.</p>	<p>Common issues were identified such as the need for timely, specific, and actionable feedback, which also shapes student's expectation of feedback improvements. These were used to inform development of recommendations for enhancing feedback practices, such as providing detailed solutions for multiple-choice questions (MCQs) and case studies, and incorporating more interactive and collaborative feedback sessions. Resources and guidelines were created to implement improved feedback strategies.</p>
Improving educational experience for neurodiverse students – extension Round 1 (ID: 4817189)	Staff Partners: Danielle Burgess, James Cuffe, Judit Kibedi Student Partners: Emily Hocking, Fletcher Le Sueur, Joanne Walmsley, Mira Irdina Binti Mohamad Seth	<p>This extension project investigated the University experiences of neurodiverse students at the University of Queensland. A collaboratively developed questionnaire designed and distributed through Qualtrics outlined key themes among these experiences. Barriers for neurodiverse students exist across all faculties and courses in various forms, creating a significant impact on academic performance and well-being. Neurodiverse students face challenges in many aspects of university life, facing additional challenges not experienced by neurotypical students. The data collected from this project provides a strong basis for refining and adjusting course structure and teaching/assessment design across all faculties.</p>	<p>The questionnaire has collected essential insights that can better help the University of Queensland understand students' neurodivergence and what aspects of university life it most greatly influences. The survey provides insight into the various study habits utilised by neurodiverse students and what aspects of university study significantly impact the academic performance of neurodiverse students. Teaching and Assessment recommendations from the multiple questions have been pooled in the linked Word document: https://1drv.ms/w/s!Ag7d9VTCAbDNhtEwxbrAIE-GIOk1ag?e=EAya0K</p>

<p>Raising the profile of pathology through Experiential Learning</p>	<p>Staff Partners: Anna Efstathiadou, Suja Pillai</p>	<p>We aimed to promote pathology as both a core subject and a future specialty among UQ MD students. Pre-activity surveys identified key specialty selection factors, with mentorship and work-life balance ranked highly. Activities included forming the Pathology Interest Group (UQPIG), weekly quizzes, a pathology career session, and an IPLC tour. Guided by faculty mentorship, these activities highlighted pathology's theoretical and career aspects. A post-intervention survey revealed that most students found the pathology career information session guided by an early-career pathologist, and weekly quizzes guided by the pathology professor the most effective in increasing interest in pathology as a specialty.</p>	<p>The surveys administered as part of this project, and the feedback obtained from participants as part of the process provided us with valuable insights into the profile of pathology amongst the two cohorts of medical students at the University of Queensland. Following the multi-modal intervention, the participant feedback highlighted a few opportunities for increasing pathology exposure during medical training, such as offering students more structured time with Pathologists, conducting more expert-led pathology case studies and having smaller group sizes view the potted specimens. The UQ Pathology Interest Group was created to sustain the efforts in raising the profile of pathology. This student-led initiative has been ratified as an organization by the UQ Union and will commence its activities in the first semester of 2025.</p>
<p>Unpacking the nursing curriculum: Is there room for pathology?</p>	<p>Staff Partners: Amy Chan, Mark Midwinter, Saleem Babri</p>	<p>This project explored the current BIOM7121 course (Fundamental Biomedical Science for Nursing), to identify where and how pathology can be integrated in lectures and assessments to enrich nursing students' placement performance later in the semester. The project leveraged SECaT responses from previous BIOM7121 students and first-hand feedback from the team members based on their various academic experiences to inform the development and revision of the BIOM7121 curriculum. This included increasing the amount of pathology content incorporated in lectures and testing the pathology through various assessment designs that are relevant to future workplace needs.</p>	<p>The project identified that the course could begin with lectures and practicals focusing on fundamental physiology to support the students' preparation in applying pathology in a clinical setting. This can be supplemented by incorporating case studies in the final exam or quizzes that outline patient clinical symptoms, with questions testing students' ability to relate physiologies with pathologies. Further essential and relevant pathologies should be included in the course strategically to build a comprehensive understanding of multisystemic impacts and prepare students for a clinical setting. We suggested introducing pathologies of common chronic conditions according to weekly modules with interactive workshops for hands-on experience and weekly quizzes to motivate revisions. In future, we suggest assessments should be structured to balance pathology</p>
<p>Round 3 (ID: 5145868)</p>	<p>Student Partners: Aditya Maganti, Daniel Jaffrey, Hunter Sakadales, Patrick Yuan</p>		
<p>Round 3 (ID: 5148123)</p>	<p>Student Partners: Halima Noor, Michelle Vuu, Shirley Li, Weng Chi Chan</p>		

topics with other course content, ensuring students' knowledge from lectures is tested comprehensively and strategically, and that case study questions should be incorporated to promote application of understanding to real-world scenarios.

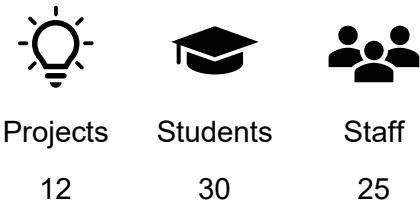
Building Accomplished Scholars: Exploring Student Perspectives on UQ's new Graduate Attribute Round 4 (ID: 5216571)	Staff Partners: Dom McGrath, Louise Ainscough, Rebecca Olson, Remo Cossu Student Partners: Ekaagra Kesarwani, HuiShan Hong, Mansi Darekar, Yen-Shan Chen	We explored students' awareness, understanding, and perceptions of UQ's Graduate Attributes, with a primary focus on the 'Accomplished Scholars' attribute. By integrating student voices, the project assessed the relevance and impact of the Graduate Attributes on students' learning and employability. Student and staff partners co-created an informal survey to gather insights across various faculties and year levels. By analysing student feedback and collective experiences, the team provided recommendations to enhance how the Graduate Attributes are communicated, understood, and integrated into the student experience, ensuring they empower students to succeed academically and professionally.	We developed a survey which gathered feedback from 34 students on the implementation of the revised Graduate Attributes. Our report summarises the findings and the potential steps that UQ may undertake to improve student satisfaction and overcome the shortcomings that students see in becoming accomplished scholars. Overall, students were confident in their ability to research, apply critical thinking, participate in mentoring, engage in community engagement, and engage in lifelong learning. However, some students expressed uncertainty regarding the lack of emphasis on interdisciplinary and global engagement and the responsible use of knowledge.
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School of Public Health

Project	Partners	Aims	Outcomes
Engaging community with lived experience in Public Health teaching Round 1 (ID: 4817159)	Staff Partners: Heena Akbar, Karen Shelley, Mikaela Wheeler Student Partners: Jielong Li, Sarah Gaukroger, Stefani Verona Indi Andani, Vaidehi Patel	This project aimed to establish the attitudes and values that UQ students have towards the engagement of community with lived experience in teaching practices to enhance the quality of Public Health teaching and lead to better student learning outcomes. The team designed, recruited, and facilitated focus group sessions with students from different degree cohorts to capture rich qualitative data on student opinions surrounding community engagement in teaching opportunities.	Student perspectives were collected through focus groups that our team promoted and conducted. Their perspectives accompany the staff and community perspectives on the topic of community engagement in Public Health teaching, through focus groups, individual interviews and a survey. Transcripts from these allow for thematic analysis of student perception and preferences towards teaching activities across different student cohorts.

<p>Capturing the student voice to inform electives in the Master of Public Health</p> <p>Round 4 (ID: 5216065)</p>	<p>Staff Partners: Amalie Dyda, Paul Gardiner, Rebecca Johnson</p> <p>Student Partners: Daniel Sanchez, Ishita Nair, Nhi Nguyen, Yuxuan Feng</p>	<p>This project aimed to explore postgraduate students' perspectives on the range of electives offered within their degree at the School of Public Health. Particularly, the project aimed to examine the factors influencing how students choose electives, and what other areas that students would be interested in undertaking electives in. In addition, this project also aimed to perform an audit of current electives offered in other postgraduate programs at UQ to determine if there are any electives that could be offered as part of the School of Public Health postgraduate programs.</p>	<p>The team conducted a complete survey and focus group interview guide that is ready to be rolled out to students in the School of Public Health, along with an Excel document for the audit of course electives across UQ postgraduate courses.</p>
<p>Co-evaluating how Public Health Masterclasses can support student learning needs</p> <p>Round 4 (ID: 5216103)</p>	<p>Staff Partners: Allyson Mutch, Kate Hannan, Lisa Fitzgerald</p> <p>Student Partners: Sophia Hardcastle, Tanmay Sharma, Tara Caterina Kwan</p>	<p>The School of Public Health (SPH) Master of Public Health (MPH) consists of a very diverse student cohort across varying educational backgrounds with different academic support needs and challenges. The Public Health Masterclasses were designed and implemented in semester 1 2024 to provide more tailored and effective academic literacy support for these students. The partnership project sought to understand the experiences of students participating in these Masterclasses in Semester 2, 2024. It aimed to identify whether they are meeting student academic literacy support needs and how they can continue to be improved.</p>	<p>We developed a deeper understanding of the experiences of current and former students attending the Masterclass series through in-person peer engagement, surveys and focus groups, and co-evaluated whether the Masterclasses effectively address the challenges and needs identified by exploring student feedback. Ultimately, this informs the MPH Masterclass program's ongoing development and facilitates potential expansion for undergraduate students. Through collaboration between students and SPH staff, this project aims to further refine the Masterclasses to ensure they provide a comprehensive suite of study skills tailored to the learning needs of the MPH student cohort to enhance overall academic experience and success.</p>

Faculty of Science



Faculty central unit

Project	Partners	Aims	Outcomes
Integrating GenAI in Science: Transformative Learning Strategies for UQ Students Round 2 (ID: 5055371)	Staff Partners: Dom McGrath, Marnie Holt, Nantana Taptamat Student Partners: Dashiell Young, Hana Purwanto, Lachlan Miller, Tiarna McElligott	This project sought to create 3 learning modules for students to learn about what generative AI is and how to use it appropriately in study, work, and life.	The team has developed a more nuanced understanding of student experiences with GenAI, which has informed the refinement of our online modules. The project has delivered a series of 3 online modules ready for testing and further refinement in courses from Semester 2, 2024.
Co-designing enrichment activities for advanced science students Round 4 (ID: 5253085)	Staff Partners: Elizabeth Krenske Student Partners: Madison Danalis, Nerya Ashri	This partnership project investigated enrichment activities in computing and its interface with different scientific disciplines of chemistry, biochemistry, biomedicine, physics, and mathematics – specifically, how designing simple but effective algorithms can improve productivity and quality of life in scientific endeavours. We have designed an interactive summer workshop to develop such skills in Python to be presented in early 2025 on topics such as computational chemistry, molecular weights and serial dilutions, matrix data compression and vector factorization. These are important topics to illustrate coding in science and expose students in the BAdvSc to possible computational tools which they may need in future research.	This project has developed an interactive workshop tailored to different disciplines in the Advanced Science degree to provide simple, intermediate, and advanced coding problems relevant to chemistry, biochemistry, biology, mathematics, and physics – all of which serve to provide valuable training and practice in coding simple yet effective algorithms. These not only improve students' programming abilities but also demonstrate to students the ease and effectiveness of developing short programs to overcome tedious tasks and/or extend beyond to research tools which may prove important in their academic futures.

School of Agriculture and Food Sustainability

Project	Partners	Aims	Outcomes
Co-developing an Anatomy and Physiology learning guide to improve scientific literacy	Staff Partners: Edward Narayan, Eva King, Kellie Ashley, Suresh Krishnasamy	Academic staff of the School of Agriculture and Food Sustainability partnered with professional staff from Student Services and the Library and students to review the pain points experienced in completing the semester long portfolio assessment "Woolly Mammoth" in ANIM1020. The project aimed to review the current supports and develop student resources to guide first year students with the strategies required for researching and writing in science.	The surveys and opportunity to review past pieces of assessment, highlighted issues for further documentation. Clearer guidelines are required for students to excel in this assessment (e.g. word limits, how to label diagrams, have access to an exemplar). Without discouraging creativity by being too prescriptive in following an exemplar, students required more detailed instructions in order to understand the boundaries and commit to showing how they have understood and can apply the course work. They needed instructions to identify that adaptations were the key focus, with the suggestion that they select only some systems rather than write on all. As reviewers of past assignments all partners were able to review the challenges for marking this assessment. Referencing required greater support, and students would benefit from early intervention by Student Services staff and the Library to develop their writing skills.
Round 4 (ID: 5216569)	Student Partners: Bridgett Marquart, Jaiden Nelson-Tebbit, Jasper Phelan, Jingyi Zhang		

School of Chemistry and Molecular Biosciences

Project	Partners	Aims	Outcomes
Co-creating effective learning materials to teach foundational chemistry concepts	Staff Partners: Effie Kartsonaki, Lisbeth Grøndahl	Our project tackles a crucial challenge in chemistry education: helping first-year students develop deep understanding of numerical concepts, particularly in reaction kinetics. Through collaborative effort across chemistry and pedagogy experts, we've developed and tested innovative learning resources that bridge the gap between mathematical representations and practical	Our project delivers evidence-based teaching resources specifically designed to enhance students' understanding of reaction rates and chemical kinetics. The primary outcome is a concise, pedagogically-informed learning resource that addresses identified shortcomings in current textbook materials. Initially developed for CHEM1200, with potential expansion to CHEM2056 and other
Round 4 (ID: 5211953)	Student Partners: Lachlan Miller, Luke Klisanin		



Co-Design of New Chemistry Learning Activities

Round 1 (ID: 4817160) & Round 3 – Extension (ID: 5145794)

Staff Partners: Elizabeth Krenske, Lawrence Gahan, Ross McGahey

Student Partners: Angus Keto, Bradley Welch, Yuchen Zhou

chemical understanding. Our 15-week project systematically reviewed these resources and education literature, refined materials with a view for implementation in CHEM1200 by Semester 1, 2025, and prepared a research protocol to gather publication-quality evidence to empirically enhance teaching. This evidence-based approach not only enhances chemistry education but also contributes valuable insights to understanding representational competencies and numeracy development in tertiary science education more broadly.

courses, these materials take a targeted approach to building students' numeracy skills in chemistry. Through careful user testing, we've created resources that help students form meaningful connections between mathematical representations and chemical concepts. Our work addresses a niche in tertiary chemistry education research regarding numeracy development. The evidence gathered through this project will inform best practices not only in chemistry education but potentially across other scientific disciplines where students face similar challenges with numerical literacy. Implementation is scheduled for Semester 1, 2025, with plans for comprehensive user testing to further refine and validate these teaching materials.

This project aimed to address the need to introduce computational chemistry to students as an important complementary technique in their problem-solving. Computational chemistry has to date been an underutilised tool in Chemistry and our aim was to integrate it in the suite of tools that graduate chemists turn to when solving problems. In our extension, we sought alternative software which would ameliorate financial restrictions associated with the previously utilised software.

We co-designed several new computational chemistry learning activities that will introduce students to using software to perform modelling and computations in the context of topics taught earlier in the degree. These learning activities included a hands-on computer modelling workshop and new assessable for two third-year courses. Currently, students are only introduced to the use of software for computational chemistry in the second semester of third year, meaning students only come to appreciate the value of this topic late in their studies, and only if they choose to enrol in relevant courses. Originally developing our resources using Spartan software, in our extension we evaluated alternatives due to financial restrictions, and determined that a combination of WebMO, ORCA and xtb was best suited for modelling and computations in undergraduate and postgraduate courses.

School of Mathematics and Physics

Project	Partners	Aims	Outcomes
Equity, diversity & inclusion in mathematics and physics: amplifying the student voice Round 1 (ID: 4817176)	Staff Partners: Barbara Maenhaut, Matthew Davis Student Partners: Arwen Nugteren, Maarten Christenhusz, Mackenzie Clark, Ruri Lee	Students are often underrepresented in policy and decision making, even when decisions are being made that are meant to improve their student experience. In this project we explored various initiatives and mechanisms to amplify the student voice within the School of Mathematics and Physics (SMP). We found which issues are important among students in terms of inclusivity, social aspects, student support and academic and made several recommendations to SMP to improve on these issues and to have an effective ongoing student voice mechanism in the school.	Report with recommendations on how the student experience can be improved in the School of Mathematics and Physics, including mechanisms that allow for a bigger student voice within the school on an ongoing basis.
Low-sensory class trial in the School of Mathematics and Physics Round 2 (ID: 5044492)	Staff Partners: Danielle Burgess, Matthew Davis, Mel Robertson-Dean Student Partners: Joshua Peters, Lucinda Davies, Shreyas Raman	This project evaluated an introductory trial of lower-sensory classes for students with sensory sensitivities in two courses in the School of Mathematics and Physics. The feedback gathered from students and tutors was positive and indicated a strong desire for more such classes. The project developed documentation describing a working model for organising lower-sensory classes that can be used to expand to more courses at UQ. This initiative enhances inclusivity and the overall student experience.	Low-sensory classes were validated with a survey of participating students and a focus group of the tutors that taught the classes. There was positive feedback from both groups, indicating a desire that such classes be offered in more courses. Through observations and feedback, we identified additional accommodations and support strategies that can enhance the learning experience of neurodivergent students beyond the low-sensory classes. Based on the feedback and analysis, we have developed a concise working model outlining how to organise and run lower-sensory classes in more classes at UQ in Semester 2, 2024 and beyond.
Developing the teaching capacity of MATH1040 workshop tutors Round 4 (ID: 5216158)	Staff Partners: Christopher Powell, Michael Jennings Student Partners: Anna Russell, Lachlan McBeath	MATH1040 is a first year Mathematics course. Tutors have good content knowledge but are not 'teachers' and it would be beneficial to provide some professional development to the tutors, in collaboration with first year maths lecturers and third year maths Education	This project developed several resources to support first-year Maths workshop tutors and enhance student engagement. We created a comprehensive document and accompanying videos to help tutors with behaviour management and teaching strategies,

students. The outcome for this project is a framework for first year math workshop tutors to support them in their teaching. Things included in the framework include engaging pedagogies, questioning, checking for understanding and other educational/teaching basics that the tutors would not have been taught.

including techniques for handling disruptive behaviour, effective questioning, and pedagogy. To improve student attendance, we trialled a monitoring system from weeks 7-13 that included email correspondence from lecturers to absent students, with potential for full cohort implementation in Semester 1, 2025. We also developed exemplar collaborative tasks and a marking rubric to assist tutors in assessing the 6-7 collaborative tasks assigned per semester. Finally, we created 'move n prove' warm-up activities designed to engage students at the start of each workshop, which were integrated into the weekly workshop PowerPoint presentations

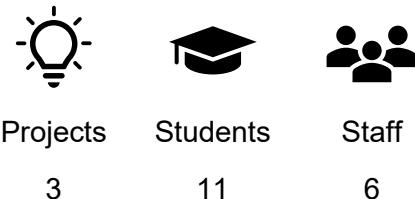
School of the Environment

Project	Partners	Aims	Outcomes
Co-designing an agroecological green space	Staff Partners: Kritim Dhakal, Nonnie Shepherd	The project aims to promote agroecological thinking through a demonstration site where the UQ community can actively engage in the process of growing nutritional, medicinal and useful plants while learning how to care for Country. As a holistic approach to the management of land and the food system, agroecology applies ecological and social principles to agricultural production. This approach nurtures the growth of climate-adapted plants with minimal external inputs while fostering a symbiotic relationship between plants, animals, humans and the environment. Addressing the growing need for socially equitable food systems where people can exercise choice over what they eat and how and where it is produced, this green space will host multidimensional workshops and regular volunteering opportunities,	During this SSP period, we received permission from UQ Properties and Facilities to use the UQ grounds for the project. We also secured \$1,000 in funding to initiate the first active phase of the project, which includes soil preparation and planting of a portion of the allocated UQ campus plot. The planting design and species selection have been finalised, and we have begun propagating cuttings and seeds. Additionally, we have placed orders for the necessary fruit trees that can be covered within our current budget. This SSP has allowed us to set the foundations for our Agroecological Green Space project. Furthermore, the process and discussions as an SSP team enabled us to formulate a methodology and motivation for research grants complimenting the community engagement side of the project.
Round 4 (ID: 5211952)	Student Partners: Jordan Greguletz, Melissa Lu Jin		



		<p>including planting events, informative workshops, pruning, harvesting and social gatherings.</p>	
Improving Indigenous engagement within the CoralWatch program Round 4 (ID: 5216044)	<p>Staff Partners: Diana Kleine, Karen Johnson</p> <p>Student Partners: Stacey Ruthenberg, Vanessa Heggie</p>	<p>The project was a team aiming to integrate and connect First Nations Peoples' knowledge, research and the curriculum into learning material for the Coral Watch. Each team member brought in different perspectives and skillsets allowing for constructive team discussions. Indigenous engagement and collaboration within the Coral Watch was highly encouraged and made for engaging discussions and content.</p>	<p>The project successfully met its objectives for overall integration of Indigenous knowledge systems into educational projects such as CoralWatch. Specific outcomes included creating: a framework that is applicable for extended use as well as flexible guidelines for teaching; a resource to share amongst future ambassadors entering the CoralWatch project, including ideas on both climate change and coral reefs; and a working relationship with traditional owners to facilitate culturally appropriate initiatives.</p>
A vision for teaching and learning in the School of the Environment Round 4 (ID: 5216579)	<p>Staff Partners: Daniel Harris, Elin Charles-Edwards, Louise Kuchel</p> <p>Student Partners: Ana Maria Sicard, Nataly Jaramillo, Tatiana Marcela Mosquera Rivas</p>	<p>Traditionally, visions for teaching and learning in schools and faculties often lack a foundation in evidence. However, given the pressing and contemporary needs of sectors that intersect with environmental education, adopting an evidence-based approach to shaping these visions offers immense potential. This project seeks to develop an evidence-based approach to forming a vision for teaching and learning for the School of the Environment and help establish it as a world leader in environmental education.</p>	<p>This project produced an annotated bibliography of resources and research articles relevant to teaching in the School of the Environment (SENV). This was analysed to identify key themes in teaching and learning in our discipline: adopting a holistic and interdisciplinary approach to content; transformative experiences in pedagogy; the importance of the affective/emotional domain; and student characteristics. Best practices were identified as conducting learning activities in small groups and engaging in place-based learning over lectures. These approaches improve student immersion, participation, and relationships with other students and with teachers. Once finalised, these resources will be presented to school leadership to help inform a vision for teaching and learning in the SENV.</p>

Student Affairs



Student Services

Project	Partners	Aims	Outcomes
Creating resources for neurodiverse students Round 1 (ID: 4817194)	Staff Partners: Aliisa Mylonas, Brooke Szucs, Tania Kapp Student Partners: Ben Roden-Cohen, Brooke Walsh, Murphy McDonald-Smith, Zoe Wilson	This project aimed to create and consolidate resources for Neurodiverse students at the University of Queensland in collaboration with the UQ Neurodivergent Hub. Neurodiverse students have a lower graduation rate compared to their Neurotypical counterparts, this project hoped to channel the experience of the mentors and mentees of the UQ Neurodiverse Meetups to target some of the issues facing neurodiverse students, including the difficulty in finding resources that already do exist.	The outcomes of this project have been an article published in times higher education about how to create a social group to best support neurodiverent students, as well as a FAQ style document to be implemented on the NeuroHub website which will allow for the consolidation of resources into one place: https://www.timeshighereducation.com/campus/creating-impactful-social-group-neurodiverent-students
Creating a tiered reward and recognition scheme for student volunteers Round 2 (ID: 5044488)	Staff Partners: Teagan Stuart, Trudy Quantrill Student Partners: Manvi Narang, Mika Kato, Zhiyou Li	The project focused on creating a structured reward system to motivate and retain existing student volunteers, encourage new participants and support their personal and professional growth through meaningful recognition and incentives. By creating a tiered reward and recognition scheme for volunteers in UQ's Get Involved program, this project sought recognise various levels of volunteer commitment to enhance volunteer satisfaction, engagement and retention.	Outcomes of the tiered reward and recognition scheme include structured recognition and incentives. Each level offers escalating rewards based on volunteer hours with such as certificates of participation, informal thanks via email, leadership opportunities, food freebies, UQ discounts, and exclusive event invitations. It also encourages first-time participation and supports personal and professional growth through professional references, development opportunities, and eligibility for the UQ Employability Award. Overall, it enhances

volunteer satisfaction, engagement, and retention within the UQ community.

Neurodivergent support for postgraduate students	Staff Partners: Kevan Jones, Tania Kapp	Neurodivergent and otherwise disabled (NDD) postgraduate students are faced with significant and dehumanising roadblocks to receiving basic support. Despite many prestigious international universities providing significant support to postgraduate NDD students, UQ currently has no support systems in place. The aim of this project was to characterise the lived experience of NDD postgraduate students at UQ using a comprehensive survey. The data generated from the survey was used to create a report identifying the needs of NDD postgraduate students and providing useful and feasible recommendations for UQ to implement that can enhance the NDD student experience.	This study investigated challenges faced by NDD postgraduate students at UQ and proposed actionable recommendations for the Graduate School. The report found neurodivergent HDR students encounter significant barriers, including marginalisation and discrimination due to limited faculty awareness of neurodiversity, inflexible academic frameworks, insufficient accessible support services, and pervasive stigma. Recommendations included support and training for staff and students, extending scholarships for those requiring more time, streamline administrative process, diversity and strengthen HDR-specific support services and establish peer support networks to promote awareness of available neuro-affirming resources to ensure equitable access across all campuses.
Round 4 (ID: 5216401)	Student Partners: Heather Macpherson, Lars Engen, Madeleine Rogers, Shaun Elapumkal		

Other Central Units

		
Projects	Students	Staff
15	42	35

Academic Services

Project	Partners	Aims	Outcomes
Academic Integrity Campaign	Staff Partners: Christine Slade, Rod Whybird, Rowena Bower	This project extension was used to come up with content to promote academic integrity in a more accessible and effective manner. The team were able to get some designs made which were easier for students to understand. The new designs include some common UQ references, such as Student Central.	Academic integrity campaign designs were done with ITaLI which are more engaging for students. These are still under review at time of project completion, but the team has created something that can help student be aware of the consequences of breaching academic integrity at UQ.
Round 1 (ID: 4817154)	Student Partners: Nathan Wood, Prachi Rehan, Sri Anusha Valluvan		

Future Students

Project	Partners	Aims	Outcomes
Highlighting UQ Student Support initiatives for prospective students	Staff Partners: Jayden Weidemann, Karina Marshall, Sarah Harvey	This project sought to improve prospective students' awareness about the ways they can be supported as a student at UQ. This aimed to address a gap in the current promotional materials by making student support a more central aspect of UQ's appeal. Furthermore, it sought to address the knowledge gap of incoming students, whose major barrier to support is a lack of awareness that such supports exist.	The project team co-created a booklet to be developed by the Marketing and Communications team for prospective students. Concise summaries and actionable bullet points were formulated for the following sections: Student Services, UQ Union, Academic Support, NeuroHub, ATSIS, LGBT+, and UQ Respect. The team found that there were more opportunities to help students find support throughout their study, potentially after their first semester of study once they are more familiar with studying. This could be done with a similar style of
Round 4 (ID: 5216106)	Student Partners: Alexandra Bartetzko, Benjamin Roden-Cohen, Chris Paradisis, Mika Kato		

resource in a digital version that is emailed to students. It could also come in the form of a module like UQ Respect or AIMAB, for students to complete.

Global Partnerships

Project	Partners	Aims	Outcomes
Co-developing an international joint Masters in Biotechnology	Staff Partners: Gary Schenk, Kayla Warner	This project aims to integrate Bioeconomy as a new field of study into UQ's Master of Biotechnology program. The team worked together to design Bioeconomy electives to complement the program's core and foundational courses, drawing inspiration from TUM's Bioeconomy Master's program to align with the Biotech program offered at UQ. UQ would be the 1st university in Australia to introduce and prepare students in the field of Bioeconomy, aiming to empower students for a better, sustainable tomorrow.	The project scope was pivoted from a joint program to a major within the MBiotech course due to feasibility challenges. Short-term outcomes included curriculum development, course alignment with UQ's existing core and foundational courses and integration of Bioeconomy into the Biotech Master's program, collaborating with UQ staff to incorporate necessary structural changes. Longer term outcomes will include an expanded master's program, stronger international collaboration with TUM and improved career readiness.
Round 4 (ID: 5216037)	Student Partners: Daniela Medina, Yastika Banerjee		

Information Technology Services

Project	Partners	Aims	Outcomes
Co-create an engaging cyber safety campaign for international students	Staff Partners: Carolyn Riemann, Yashasveene Jayachandran	This partnership project addresses the growing impact of cyber-attacks on the UQ community, focusing on international students who face significant financial and mental repercussions. To combat this, the team created engaging, relatable, and informative content tailored to this demographic. Through a targeted campaign with social media, international student societies, and UQ websites, the team strived to educate and empower international students to recognize and respond to cyber threats effectively. This	The goal of the project is to create a targeted campaign for international students and to provide this information in off-peak times through establishing networks with student lead communities/channels. Research into common scams uncovered seven primary areas of concern: bank account, rental, job, student email, currency exchange, impersonation of Chinese Government authorities, and online shopping scams. Following the research, the team outlined a three-phase campaign strategy, to be posted
Round 4 (ID: 5216402)	Student Partners: Dawn Chung, Donatella Rara Wulandari, Saakshi Gupta, Sheng Ning Chong		

		<p>initiative seeks to foster a safer digital environment and enhance the overall well-being of UQ's international student community.</p>	<p>on Instagram and Facebook over a five-week period. To maximise reach, the team collaborated with UQ union and created a list of clubs and societies to establish initial connections and discuss potential collaborations for O-Week and Market Day.</p>
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Institute for Teaching and Learning Innovation

Project	Partners	Aims	Outcomes
Growing student-staff partnership globally: co-creating a series of Roundtable sessions Round 1 (ID: 4817689)	<p>Staff Partners: Kelly Matthews, Tanya Henry</p> <p>Student Partners: Felix Reid, Jem Hunt, Marissa Chow</p>	<p>Together the team created a web page for the online Roundtable in September. This included creating and editing the text, two supporting videos, and trailing the submission and registration links. Additionally, the group collated, filtered and organized 40+ submissions for "Voices from the Field". This involved a qualitative approach in categorizing submissions by themes to allow for a cohesive final product.</p>	<p>The current project included several milestones. These included: Project commencement and co-developing project plan, creating the web page for SaP Roundtable 2024, creating informative videos for the page, and editing the Voices from the Field submissions.</p>
Co-design and co-deliver the Global Students as Partners Roundtable Round 3 (ID: 5148732)	<p>Staff Partners: Kelly Matthews, Tanya Henry</p> <p>Student Partners: Jem Hunt, Marissa Chow, Zahra Zulkifli</p>	<p>This Partnership is the follow-up to SSPR3 4717689, to plan and co-host the 2024 Students as Partners Global Roundtable. This included coordinating with other hosting universities and communicating with the online attendees.</p>	<p>The 2024 SaP Roundtable engaged 467 participants across the 3 sessions who registered from 23 countries. This project organised and scheduled the submissions, communicated with attendees and presenters, monitored the Zoom and collated the evaluations received. Participants rated the Roundtable and 88 (on average) out of 100 on the end of session surveys. Community-building, inspiring, and thought-provoking represent the words used to describe the Roundtable.</p> <p>Event website: https://itali.uq.edu.au/advancing-teaching/initiatives/students-partners/students-partners-roundtable</p>

Library

Project	Partners	Aims	Outcomes
Co-creating instructional resources for library accessibility services Round 1 (ID: 4817179)	Staff Partners: Jason Cullen, Tania Kapp Student Partners: Alicia Steele, Khang Nguyen, Tiana Offord, Xianglong Lin	This project aimed to enhance the library's accessibility services by developing resources for new users of its assistive technology. The team identified gaps in current services, particularly the lack of training for specialised software. Through collaborative efforts, resources such as user manuals, video tutorials, and FAQs were created, catering to diverse learning preferences and improving user autonomy in accessing these technologies.	The outcomes of this project included the creation of detailed user manuals, video tutorials, and a frequently asked questions section designed to support new users of the library's assistive technologies. These resources are now available on multiple platforms, ensuring they are easily accessible. Feedback mechanisms were also implemented to allow continuous improvement of these resources based on user experience.
HDR Statistics Support Round 2 (ID: 5056092)	Staff Partners: Cameron West, Michael Bulmer Student Partners: Glenn Scott, Nikhil Jangamreddy, Subrat Swain, Thanh Vo Tran	Statistical support for HDR students varies across disciplines at UQ, and this project aimed to increase support for and deepen understanding of the research needs faced by HDRs. The team coordinated seminars, collated educational materials and connected with HDR directors and statistical support mechanisms across UQ to discover where resources are currently focused and identify areas requiring greater attention.	Project outcomes included seminars led by student partners on machine learning and statistics with Python respectively. These attracted 10-20 students each and allowed us to connect with HDRs who are encountering statistical difficulties in their research. Materials for these can be found online: (https://uqstatshub.github.io/). The team developed this website to host the project's resources, providing a static page for UQ HDRs to seek statistical support and find further contacts. The team identified opportunities to collaborate on further resources across the university.
Design an online multimedia resource to help new students get started at the Library Round 3 (ID: 5145812)	Staff Partners: Kat Lee, Kellie Ashley, Miranda Newell Student Partners: Angelique McLaren-McClymont, Derek Joel George, Tricia Foo	This project aimed to partner with students to develop an online multimedia resource that will help new students access and navigate the Library's spaces, resources, and services. The project sought to evaluate the effectiveness of the Library's existing resources, conduct an environmental scan of resources for new students created by other university libraries, plan and draft a comprehensive learning resource for new	Outcomes of this project include an analysis of current Library data of question from new students, a comprehensive evaluation of the Library's current resources, an environmental scan of resources created by other university libraries for new students, review of available platforms, e.g. Pressbooks, H5P to be used for the resource. Future outcomes include designing a Getting started at the UQ Library Pressbook for new students that incorporates

<p>Reinvent the UQ Library video playlist – Key things students need to know</p> <p>Round 4 (ID: 5216137)</p>	<p>Staff Partners: Kia Owens, Marianne Sato, Rachelle (Rach) Nofz</p> <p>Student Partners: Hsuan Chu, Mesulam Esther, Zahra Zulkifli</p>	<p>students and draft a marketing plan to ensure the resource is discoverable for students.</p> <p>The team created a video playlist to help students navigate the Library when they first start at UQ, focusing on pain points identified by students and giving an overview of the services and facilities the Library provides for students and staff.</p>	<p>the student voice and a communication plan to promote the new resource once complete.</p> <p>The outcomes of this project include an updated video playlist focused on the needs of students that will help them make the most of the Library during their study at UQ, covering an overview of UQ Library services and facilities, how to book a room, borrowing and returning books and printing.</p>
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Marketing and Communication

Project	Partners	Aims	Outcomes
<p>What does flexibility mean to students?</p> <p>Round 2 (ID: 5056093)</p>	<p>Staff Partners: Bianca McCracken, Catherine Anderson, Natalia Khamenskaia, Suzie Haddock</p> <p>Student Partners: Caitlin Baptist, Tzu-Hsiang Wei</p>	<p>The project sought to understand what flexibility means to university students from varying backgrounds, such as school leavers, non-school leavers, students with caring responsibilities, low SES students. Based on principles of user-centred design, the team co-developed hypotheses surrounding flexibility at the university. The project team then carried out interviews with over 40 participants from various universities across Australia. The team compiled these findings into a final report and recommendations to improve flexibility have also been provided.</p>	<p>Through the project, the project team were able to gain understanding of what flexibility means to different student groups. In total, the team conducted over 43 interviews and based on these insights, the team identified some key areas where flexibility can significantly improve student satisfaction, well-being, and performance. The final report provided specific, evidence-based recommendations, for areas including assessment, timetabling, course delivery, and support services. Further work on the project will inform steps the university may undertake and translate into distinct initiatives for various business units.</p>

Office of the Deputy Vice-Chancellor (Indigenous Engagement)

Project	Partners	Aims	Outcomes
<p>Re-imagining the Indigenous Employment Graduate Program</p> <p>Round 3 (ID: 5145861)</p>	<p>Staff Partners: Chris Levinge, Kieren Marr, Shayne Bates-Gilby</p> <p>Student Partners: Amy Beckett,</p>	<p>The project aimed to review the existing Vice Chancellor's Aboriginal and Torres Strait Islander Graduate Program with a vision of refreshing its design to meet the expectations of participants. Through the voice of current</p>	<p>Utilising the results of surveys conducted using Microsoft Forms, the Indigenous Employment team was able to evidence the needs of potential candidates to support a strategic funding submission. This funding will support</p>

Mitchell Gainsford, Ruby Traucnieks	Indigenous students in the redesign process, the team created a more attractive and relevant program aligned with their needs and perspectives of future participants. This initiative has strengthened the partnership between Indigenous Employment, ATSISU, and Indigenous students.	the implementation of recommended changes to the Indigenous Graduate Program, resulting in a more engaging and culturally relevant initiative designed to attract and advance Indigenous staff within UQ's workforce.
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Properties and Facilities

Project	Partners	Aims	Outcomes
Reduction of waste in teaching laboratories	Staff Partners: Christine McCallum, Crystal Higgs	This project identified waste reduction strategies that can be implemented in UQ's teaching and other laboratories. The team explored greener product alternatives offered by current suppliers, and strategies used at other universities. Therefore, the waste reduction strategies identified in our project are widely applicable and can have a large impact on total plastic use. Given the projects' time constraints, the team applied for an extension in the hopes of completing the project and, hence, having a greater impact.	The team's case study found that with the currently available materials, support and infrastructure, changes can be made to significantly reduce laboratory waste without changing protocols. Simple changes were able to reduce waste 41 to 69% when compared with the same course in 2023. By analysing purchases of disposable items (UQeMarket) between January to June 2024, the team found that ~50% of items were pipette tips, which represents 0.4 tonnes of waste, and ~30% were tubes, accounting for 2.6 tonnes. This shows the impact of waste reduction in teaching laboratories and how important it would be to share these results with the UQ community.
Round 3 (ID: 5145808)	Student Partners: Carolina De Los Rios Wakeham, Maite Amado, Safiya Dixon		

Workplace Diversity and Inclusion

Project	Partners	Aims	Outcomes
Data and analysis to improve the LGBTQIA+ student experience	Staff Partners: Karin Sellberg, Katsuhiko Shike, Krystian Choros, Megan Ross Student Partners: Inez Beadell,	The aim of this project was to examine the current landscape of LGBTQIA+ student-focused data collection at UQ, to provide evidence-based recommendations to improve data collection and subsequently,	The team produced and delivered an extensive, evidence-informed and community-consulted survey which aims to better understand and explore LGBTQIA+ students' experiences at university across coursework,

Round 1 (ID: 4817157) & Round 4 – Extension (ID: 5211942)

Jordan Ross, Carol Hsu [Round 1], Daniel Chancellor [Round 4]

opportunities to improve LGBTQIA+ student experience. The project identified that while UQ is committed to creating an inclusive environment for the LGBTQIA+ community, the university does not currently collect data capturing LGBTQIA+ student experiences. The team developed a survey of LGBTQIA+ students which was delivered in the extension round, and the results used to inform next steps for LGBTQIA+ data collection and the improvement of the student experience.

placement, research and other student experiences. There has also been significant work to create ethics applications to enable future publications if the University determines the data is worthwhile for future research. The team developed recommendations for ongoing data collection and analysis regarding the LGBTQIA+ student experience. Some students reported assumptions of heterosexuality and a lack of visible allyship signifiers in placement spaces, which raised questions around their safety in these settings. Many students expressed discontent with the lack of LGBTQIA+ perspectives within their discipline. It was also noted by a few students that even when courses do include LGBTQIA+ perspectives, they are relegated to the end of the course and thus seem of lesser value. Partnership was vital in this project to ensure that the LGBTQIA+ student experience was accurately captured at all phases and to ensure multiple experiences were highlighted.

**Student-Staff Partnerships
Student Enrichment and Success**

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