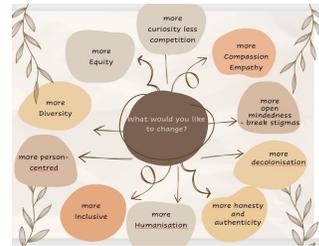


Bringing Your Whole Self into Student Partnerships



Dr Amita Nijhawan (University of the Arts London)

Dr Ana Cabral, Dr Louise Younie , Dr Emily Salines
(Queen Mary University of London)

Our starting point:

Tisdell and Toliver, 2011, say:

“for learning to be truly transformative, it must engage one’s whole being...”

Our starting point:

We argue that for co-creation and student-staff partnerships to be truly transformative and to fully explore their potential,

both sides

need to have the space to bring their whole selves into the partnership.

Our questions:

- What does co-creation mean?
- Do our systems and institutions allow for real partnerships with students?
- Can student partnerships facilitate our engagement with social justice, decoloniality and inclusive assessment?
- What transformational partnerships can emerge in a collaboration between arts and science students?



“As a classroom community, our capacity to generate excitement is deeply affected by our interest in one another, in hearing one another’s voices, in recognizing one another’s presence.”

bell hooks, *Teaching to Transgress*

“...through their collaboration, faculty and students engage in never-finished processes of change that enable mental perceptions, linguistic terms, and human selves to be newly comprehended, communicated, and expressed...”

Alison Cook-Sather and Sophia Abbot, Translating Partnerships...

Context: collaborative event



Co-creation and Student Partnerships: Joys, Challenges and Well-Being

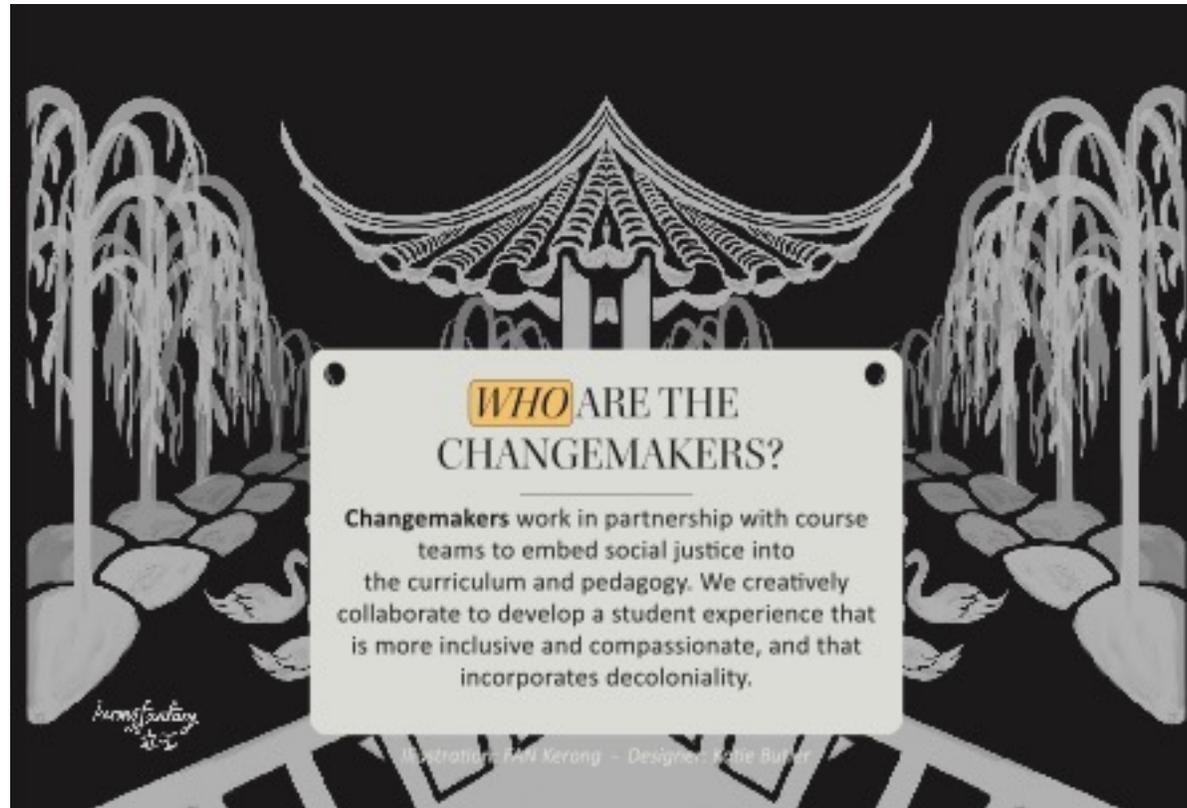
Queen Mary University of London (Queen Mary Academy)

The London College of Communication (University of the Arts London)

Both institutions put a clear emphasis on co-creation and inclusivity

Event - bring students from both institutions together to reflect on the outcomes of being involved in co-creation and discuss its impacts in terms of promoting inclusivity, social justice, sense of community and opportunities for students (and staff) to flourish.

UAL changemakers: Focus on social justice, decoloniality and co-creation



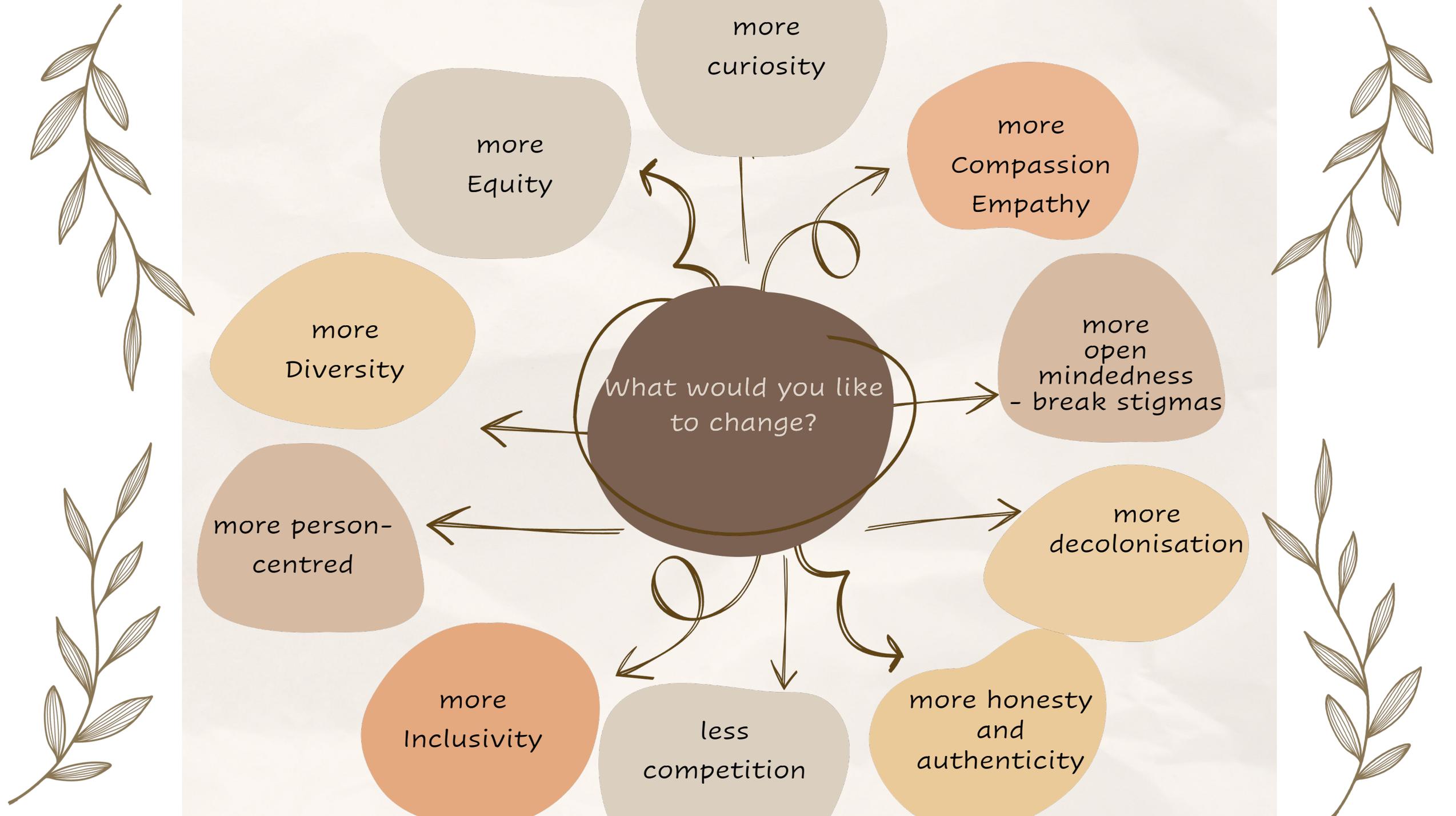
Different contexts but common themes:

QMUL students are working co-creatively with educators to enhance and developing research on ways to improve the teaching and learning experience:

- within a medical ed module – elective (creative enquiry exploring the lived experiences through the language of the arts):
- as part of the curriculum or as an extra curricular activity - recognition **SEED*** award
- as part of a Learner Internship program – student-led research projects (topics: co-creation, flourish, peer assessment, ...)

*Student Enhanced Engagement and Development Award





Reflection: Inclusion, diversity and social justice

- Humanisation and social purpose
- Identity (as individuals and as professionals)
- Relational pedagogies
- Sense of community, belonging, connection and mattering
- Flourishing (staff and students)



Identity and lived experiences and wellbeing



Both sides need to have the space to bring their whole selves

Bring:

not only experiences where we have felt **supported or understood**

but equally

experiences of **bias, anxiety or vulnerability**

‘Navigating between hope and despair’

How can our **lived experiences** become part of the work we do?

How can they inform processes of curriculum development, assessment, peer review and becoming a professional?

Identity and lived experiences and wellbeing



- How can we as staff:
 - facilitate this sharing of vulnerable experiences, experiences of inclusion *and* bias
and
create spaces where these can become a **healthy and flourishing part** of a collaboration or partnership?