

TO INTERACT WITH THIS
PRESENTATION CLICK ON THE
RELEVANT AREAS.

ENTER

STUDENT-STAFF COLLABORATIVE RESOURCES

University of Brighton
Centre for Learning and Teaching

<https://staff.brighton.ac.uk/clt>

NEXT



University of Brighton

ALD_{in}HE

Association for Learning Development in Higher Education

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SUMMARY

RESOURCES

REFERENCES



REFERENCES AND RESOURCES

Chilvers, L. (2017). 'Student-Staff Collaboration in Practice: creating resources to develop partnerships, strengthen communication and embed action'. Workshop to be delivered at "Student Engagement: National Challenges, Local Solutions", TSEP & QAA, Birmingham, 25th May 2017.

Chilvers, L., Lusty, T. and Howells, S. (2017). 'Student-Staff Collaboration in Learning Development: creating resources to develop partnerships, strengthen communication and embed action'. Workshop delivered at Association for Learning Development in Higher Education Conference, Hull, 12th April 2017.

Healey, M., Flint, A., & Harrington, K. (2014). Engagement Through Partnership: Students as Partners in Learning and Teaching in Higher Education (1st ed, pp.14-15). York: The Higher Education Academy. Available here: https://www.heacademy.ac.uk/system/files/resources/engagement_through_partnership.pdf

Higher Education Academy (2017) Framework for Student Engagement through Partnership. Available here: <https://www.heacademy.ac.uk/system/files/downloads/student-enagagement-through-partnership-new.pdf>

Johns, C. (2010). Guided Reflection: A narrative approach to advancing professional practice. 2nd Edition. Chichester, UK: Wiley-Blackwell

McConnell, C. and Howells, S. (2017). 'Student-Staff Collaboration in Learning Development: creating resources to develop partnerships, strengthen communication and embed action'. Workshop delivered at Students as Change Agents Conference, Exeter, 21st April 2017.

Student Academic Success and Partnership Team: www.brighton.ac.uk/clt/Pages/StuSuccess/Student-Success.aspx

Student Academic Success and Partnership Team's Academic Study Kit: www.brighton.ac.uk/ask

Student Academic Success and Partnership Team's Peer Assisted Study Sessions Programme: www.brighton.ac.uk/ask/pass



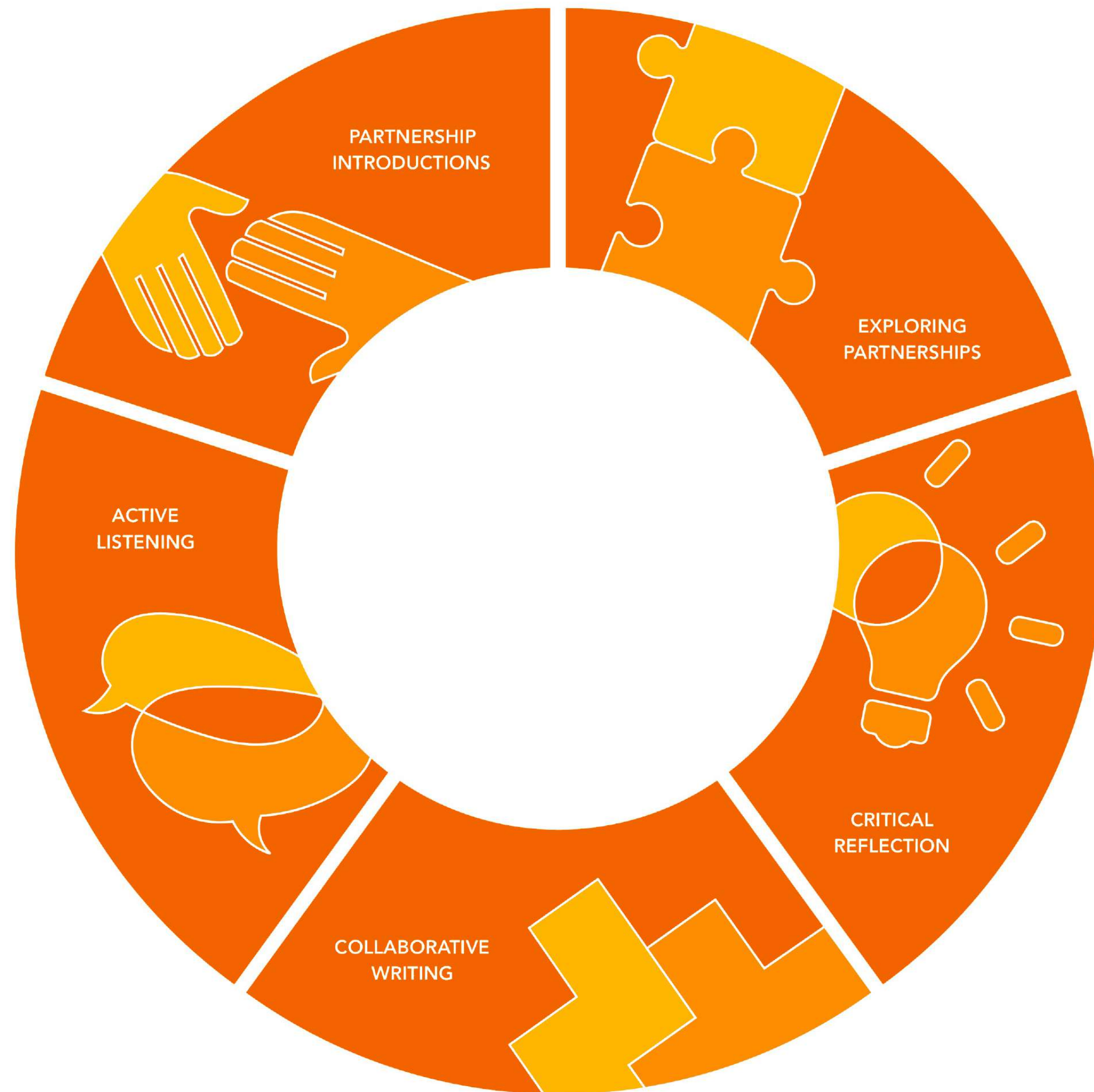
WHY STUDENT-STAFF COLLABORATION?

Student engagement and partnership are high on strategic agendas; in the context of the marketisation of Higher Education (HE), and the increased tuition fees for students, the need to strengthen the relationships between students and staff for partnership has never been greater. The Higher Education community is seeking to develop a culture where students are empowered as active learners and partners, as opposed to passive consumers, in making positive changes to their learning experiences.

When partnership happens well, it can be dynamic, transformational and inspiring for both students, staff and the university. However, in reality, there can be challenges to student-staff partnership which need to be addressed. Challenges including the inevitable power dynamics between educator/assessor and learner; questions of expertise and ownership of knowledge; lack of clarity about roles, responsibilities and expectations; academic etiquette and insider knowledge; reciprocal and didactic communication and a lack of mutuality and shared respect. Too often 'student engagement' and 'partnership' can be tokenistic or remain conceptual, or not inclusive in practice involving only small numbers of students.

Structured activities can be helpful in facilitating communication and building relationships, through making the often implicit and unsaid, explicit, transparent and more easily discussed. When honesty and respect between students and staff is reciprocal, meaningful and authentic, then partnership working can be more effective.

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WHAT ARE THE STUDENT-STAFF COLLABORATIVE RESOURCES?

This project addresses some of the challenges of developing student-staff collaborative work to ensure it is authentic, accessible to all students, with clear expectations and communication, and effective in embedding action. The set of 5 resources aim to facilitate collaborative work between staff, students in partnership roles such as mentors or higher education internships; to raise awareness, develop understanding, affect change, and provide sustainability in collaborative working. The resources include:

Partnership Introductions (inductions, goal setting, support)

Exploring Partnerships (applying theory to practice)

Active Listening (team communication- for one to one and small meeting contexts)

Critical Reflection (for personal and professional development)

Collaborative Writing (clarifying roles, responsibilities, aims)

NEXT



WHAT STAGE IS THIS PROJECT AT?

This resource pack is phase 1 of the project, we are currently piloting their use both internally and nationally –in piloting these resources your feedback and evaluative comments would be hugely valuable in informing the ongoing development of the resources. The SASP team will be in contact with a feedback and evaluation form in due course which will be accessible via the project website. We are currently planning Phase 2 of the project which will include further digital development of the resources, and the collection and dissemination of case studies of student-staff collaborative practice. The evaluation of these resources aims to provide a useful tool for supporting students and staff in evaluating their own partnership practices at their institutions; phase 2 also aims to explore ethical considerations and practices used in partnership working. Do please identify on the evaluation form if you would like to be involved as a case study of your practice in phase 2 of the project.

HOW THEY CAN BE USED?

Through phase 1 of this project, the collaborative resources are currently available in three formats:

1. Through the printed or digital copy of this Collaborative Resource Pack
2. Digitally as separate downloadable PowerPoints that can be used on electronic devices and edited on screen
3. There is also a printable version of the PowerPoints that can be used as printed copies for writing on

WHAT CONTEXTS OF STUDENT-STAFF COLLABORATION COULD THESE RESOURCES BE USEFUL FOR?

Here are just some examples, and you will have many others that we would love to hear about:

- Student Union Course and School Reps – Course and Module tutors
- Peer learning Leaders, Mentors and Ambassadors such as through Peer Assisted Study Sessions (PASS) – Course tutors and PASS Staff Supervisors
- Senior Peer Mentors/ Ambassadors – new Peer Mentors/ Ambassadors/ Leaders
- Graduate Interns – Staff Supervisors
- Student Union Society Reps – Course and Module Tutors
- Students on placement – Placement tutors
- Student Panel or Committee Members – Panel and Committee staff/Chairs

NEXT



WHO INITIATES THE USE OF THE RESOURCES?

The intention is for the use of these resources to be initiated by both staff AND students. This project was initially designed with the intention of Learning Development teams in working with students, however their relevance across contexts was quickly apparent. Whilst it is likely that during the initial launch of the resources staff are more likely to access these resources, we are seeking opportunities through phase 2 of this project for improving students' accessibility to these resources, and hope to contribute to nurturing a culture in HE whereby students feel permitted, empowered and expected to be initiating the use of such resources in their partnership work with staff.

WHAT ENVIRONMENT IS BEST TO USE THESE RESOURCES IN?

Be mindful of the impact of the environment that student - staff collaboration is taking place in. When you meet together as partners are you always meeting in student or staff-owned spaces? Try to meet in a variety of spaces and environments that will make people feel comfortable and suit the activity most appropriately e.g. a café, a library room, an office space, meeting room or lecture theatre, or Student Union to name just a few examples.

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WHO DEVELOPED THESE RESOURCES?

This project was funded by the Association for Learning Development in Higher Education and was produced by Student Academic Success and Partnership (SASP) Team in the Centre for Learning and Teaching at the University of Brighton. The project team has included:

Academic staff:

- Lucy Chilvers - Collaborative Resources Project Lead
- Catherine McConnell - Student Academic Success and Partnership Team Lead
- Catherine Parfitt - Lecturer in Learning Development
- External partner - Dr Janette Myers - Senior Lecturer, St George's, University of London

Graduate Interns:

- Terri Lusty –Peer Assisted Study Sessions
- Joe Waghorne - Research
- Joel Roberts - Academic Skills

Undergraduate students:

- Jake Booth - BA Graphic Design, BSU Design Collective Agency
- Sophie Howells - BA Education and Student Placement
- Fiona Bazzoni - BA Primary Education, PASS Leader

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WHO DEVELOPED THESE RESOURCES?

The SASP team works with a wide network of undergraduate and postgraduate students across the university, demonstrating innovative work in this area of collaboration, through our learning development and peer learning projects, resources and events developed and implemented in partnership. Together we develop, embed and evaluate peer learning across 48 subject areas, alongside creating academic skills tools and resources. Appreciation and credit to everyone's contributions to this project and the enjoyable collaboration and team development that this project has fostered between us as a team.

For more information about the project please contact: Lucy Chilvers; L.R.Chilvers@brighton.ac.uk

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EXPLORING PARTNERSHIP

ENTER



OVERVIEW

ACTIVITY



OVERVIEW & PURPOSE

This resource has been designed to set the scene for successful partnership working and complement the induction process for new student partners. The aim is to get both parties to reflect on what they can bring to the partnership and what they can gain from it, through a mutual skills exchange. This activity will lead to an agreed partnership plan between both students and staff, and will support the development of skills which can be transferred into employment. The intention is to readdress the balance of a typical induction by both sides agreeing on shared expectations which enhances collaborative working.

The resource comprises of a series of cards, each with one of 6 different themes e.g. digital skills. On the bring card the student will list the skills they can currently bring to the partnership and on the want card the student will list what they hope to gain from the experience. The staff member will do the same by explaining what they have to offer the student and what they want from the partnership using their own set of cards. At the end of the task both parties will discuss their respective cards and formalise a partnership plan of what each party hopes to contribute and gain.

NEXT

The task will enable the student and staff to reflect on what assets and skills they can bring to the partnership, and what both parties want as an outcome. For example, the student may identify that they have strong social media skills, whilst the staff member has identified wanting to use social media for promoting the project. Through discussion of each other's cards, this exchange is then integrated into the partnership plan through the generation of an agreed action, e.g. the student will liaise with the Learning Technologies Advisor at the university about setting up an Instagram account for the project.

The resource is designed for use with one student partner, but can be adapted to be used in a small group. All the theme cards should be considered as it provides an opportunity to identify a potential skills exchange, which might otherwise not have been thought of. However, it is not essential for both a bring and want card to be completed for each theme.



NEXT



ACTIVITY

Step 1: Print or download the resource. Each set will contain two sets of each card, one for the student and one for the staff member.

Step 2: Select a bring theme card from the pile and find the corresponding want card for each person.

Step 3: Spend five minutes filling in both cards. You do not need to use all of the spaces on the cards.

Step 4: Repeat the process with all the theme cards.

Step 5: Once all the cards have been completed, both the staff member and student will review each other's cards together by theme. You will then identify commonalities and gaps between each others brings and wants.

Step 6: The final step will be to collaboratively complete the partnership plan, including identifying opportunities for skills development for both partners.

NEXT



CLICK ON THE RELEVANT CIRCLE



DIGITAL SKILLS



COMMUNICATION SKILLS



INNOVATION & CREATIVITY SKILLS

FINISH



PRACTICAL SKILLS



RESEARCH SKILLS



PERSONAL ATTRIBUTES

WHAT I CAN BRING...

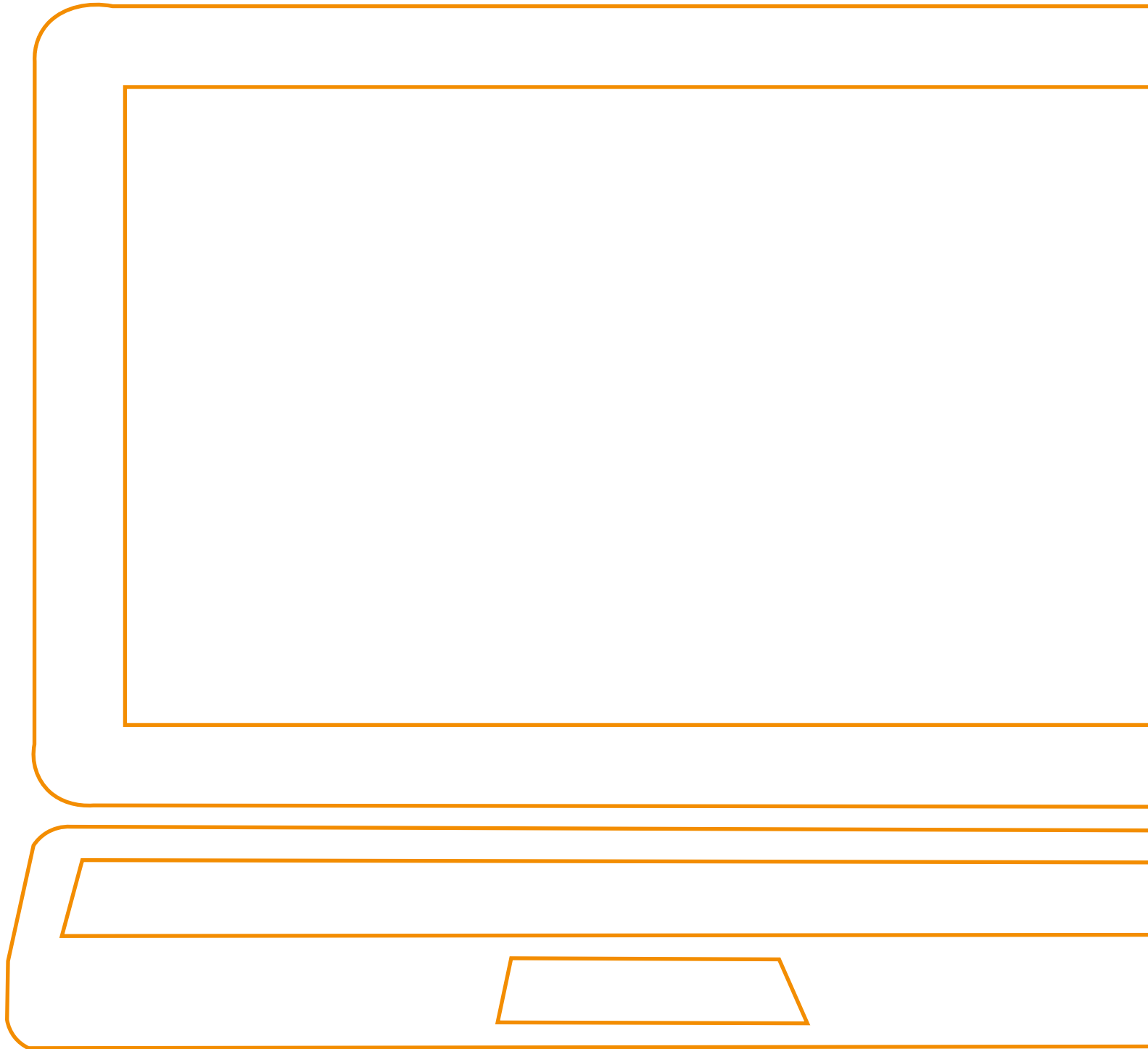
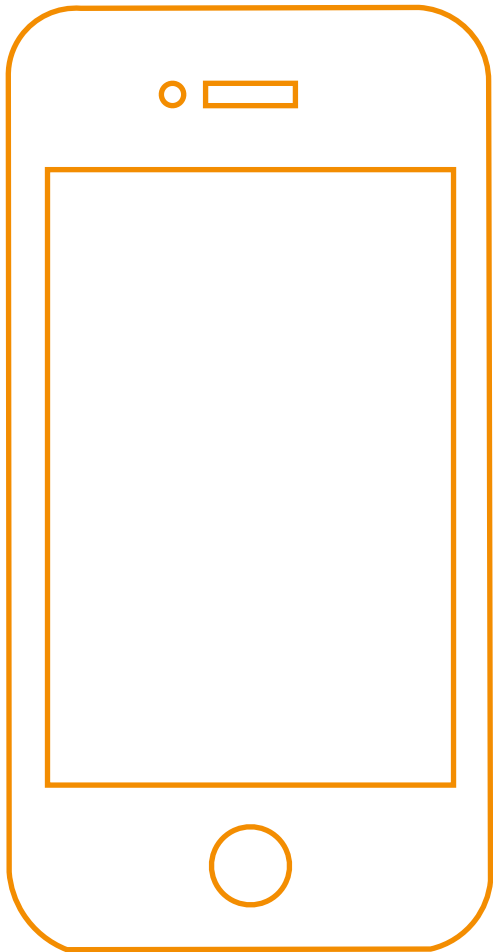
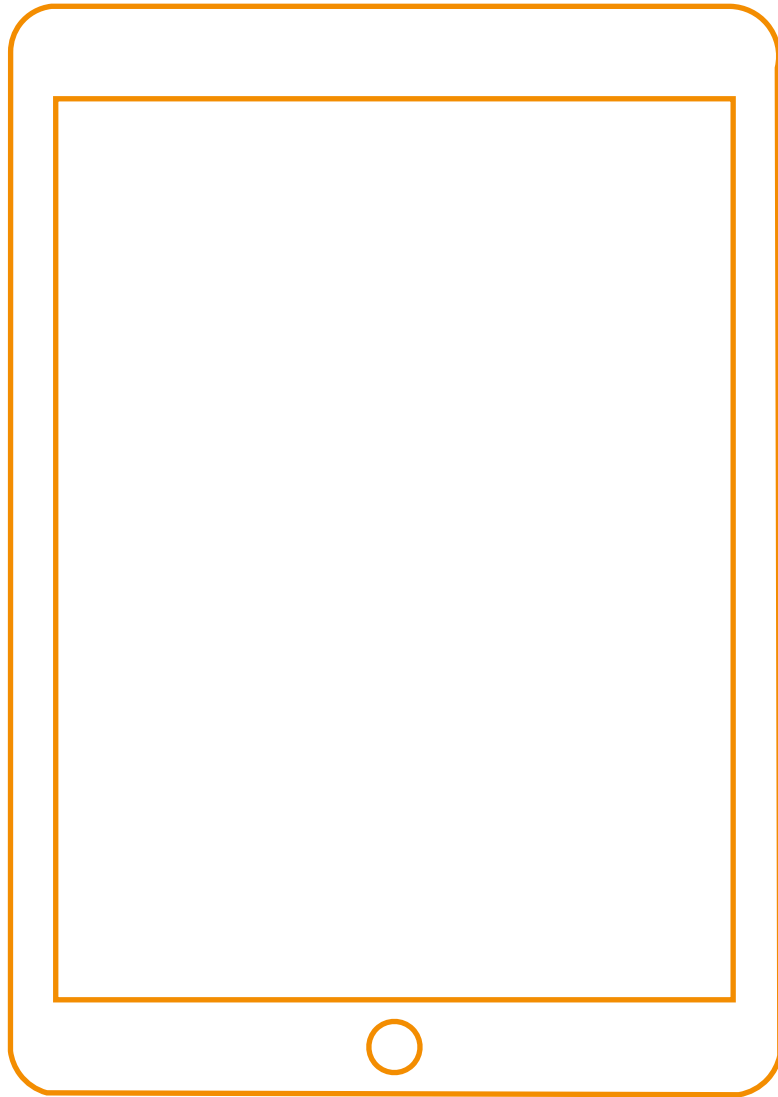


DIGITAL SKILLS

e.g I can confidently use social media, such as Facebook

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

NEXT



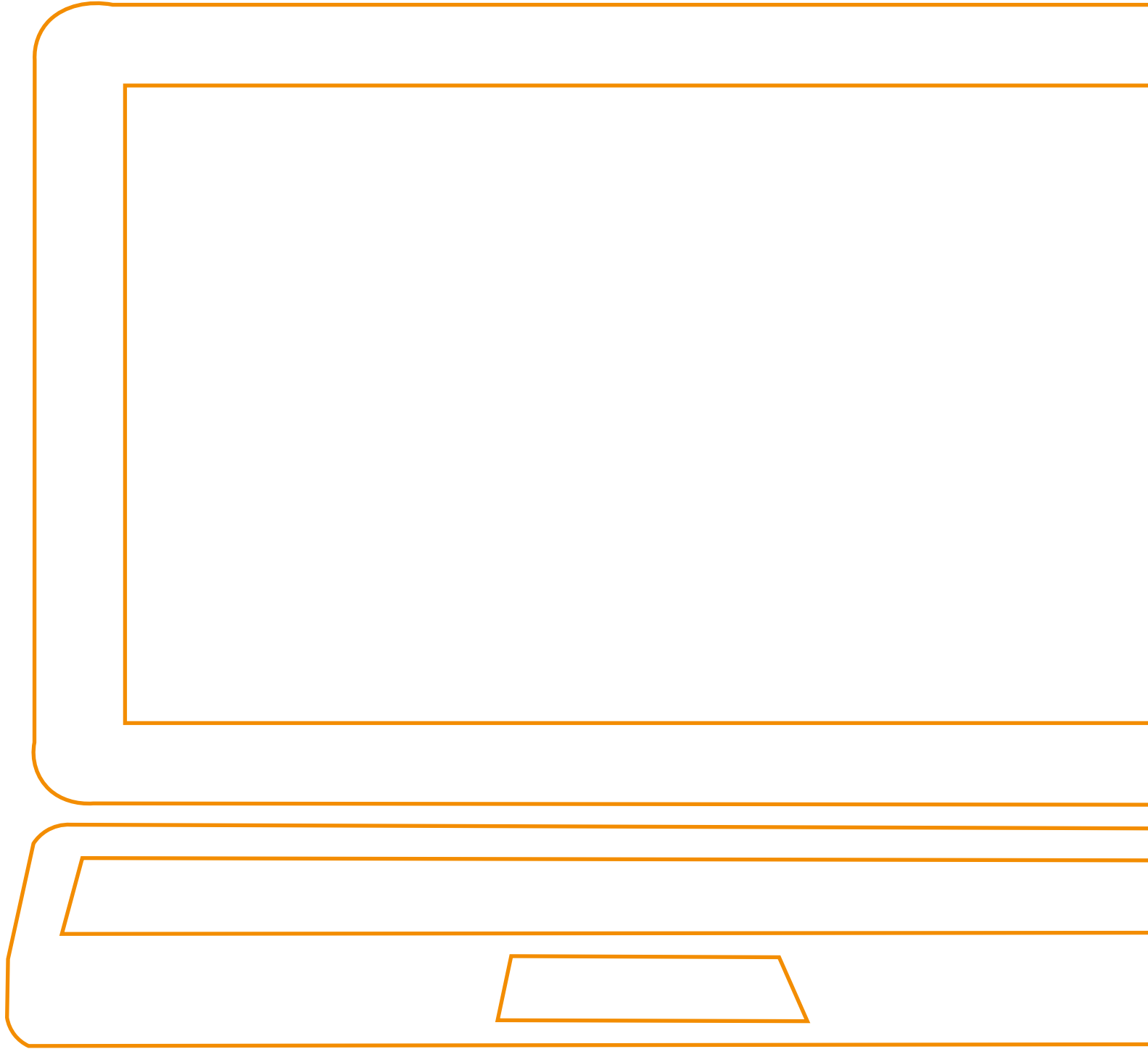
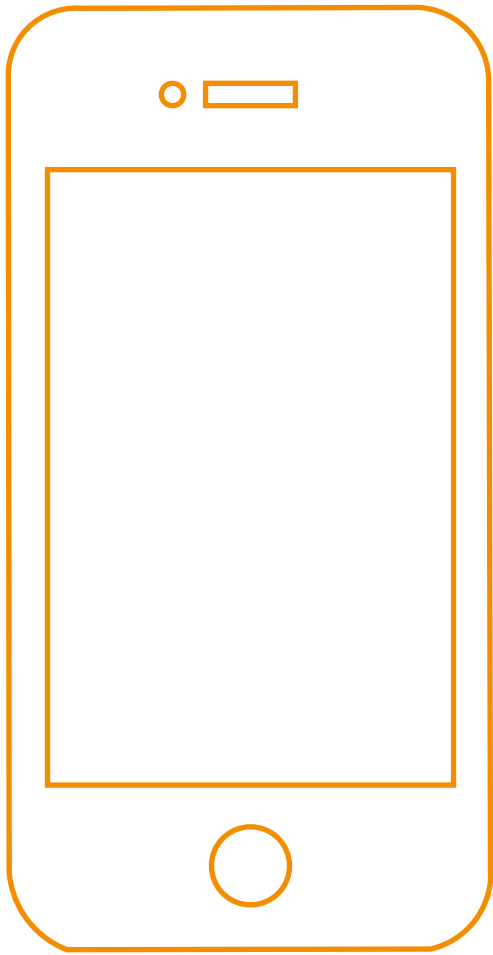
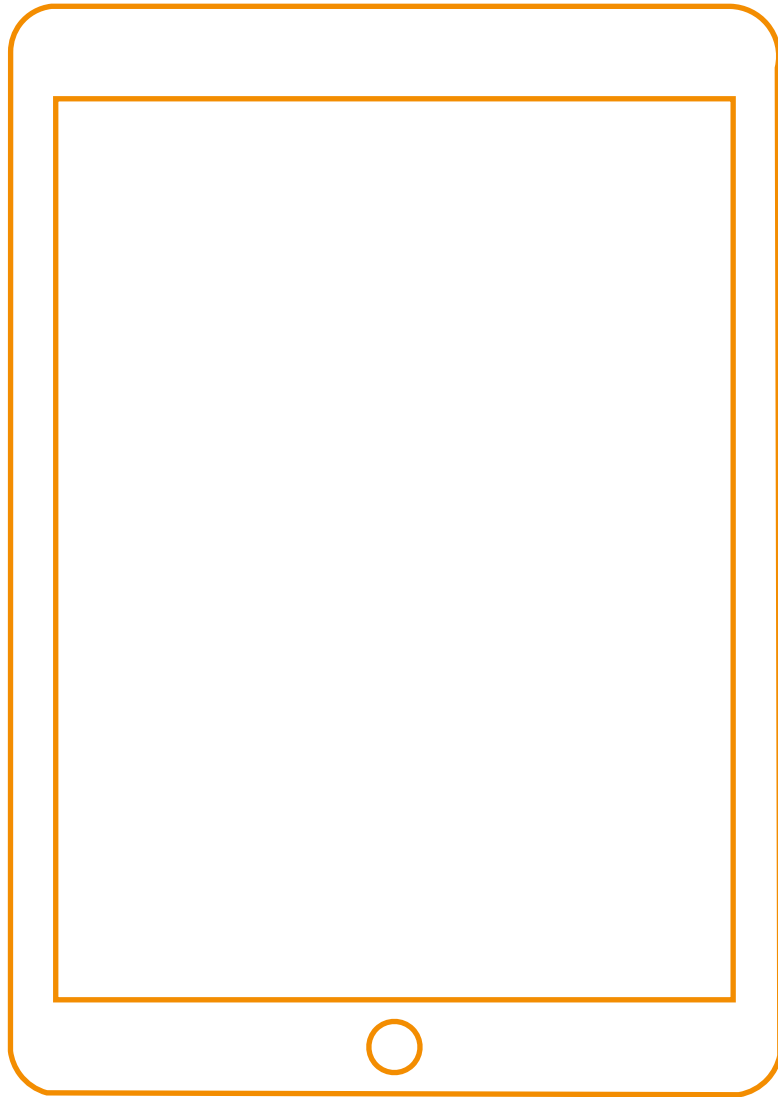
WHAT I WANT...

DIGITAL SKILLS

e.g. I want to understand how to use social media for marketing

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

NEXT



WHAT I CAN BRING...

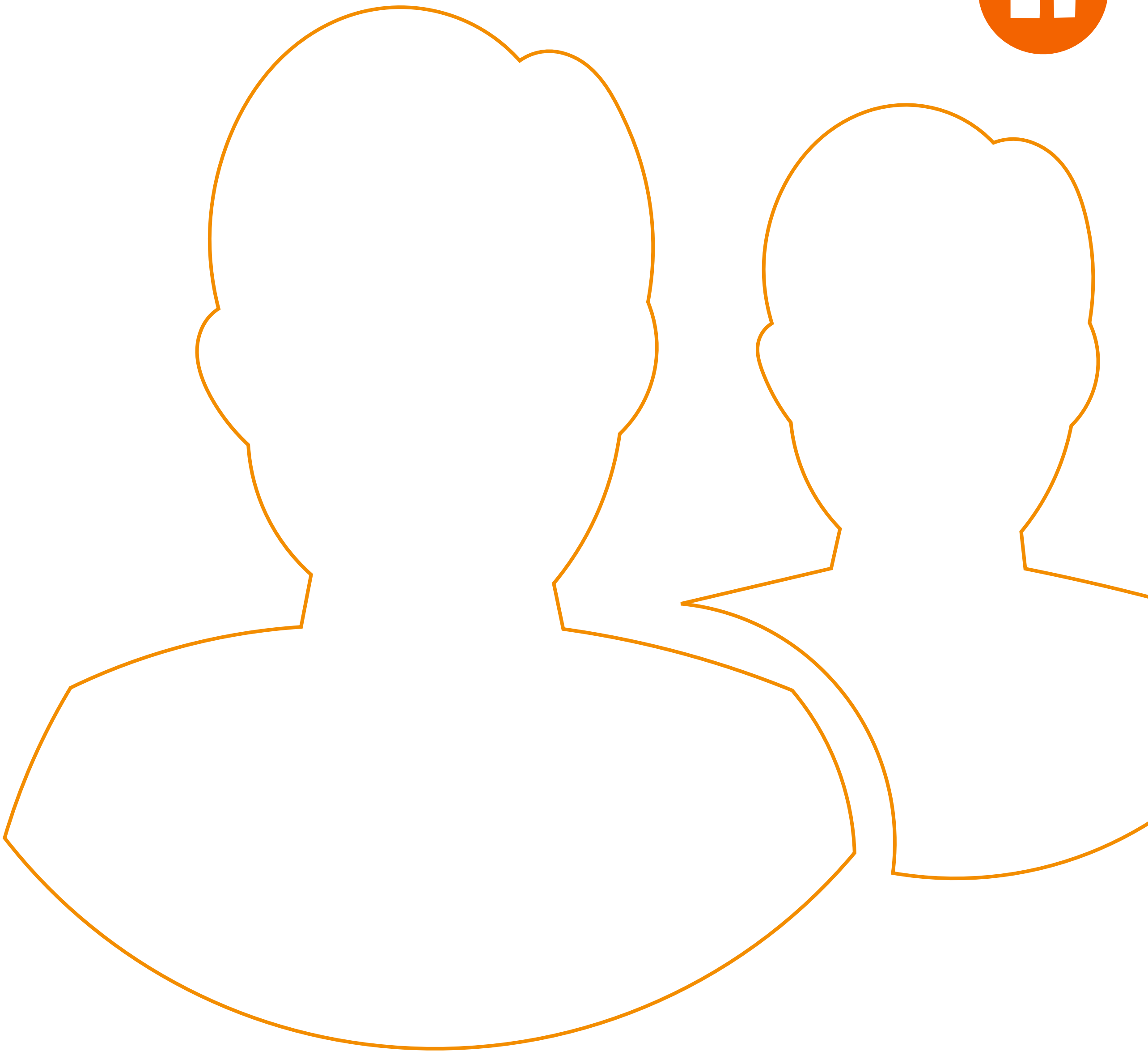


COMMUNICATION SKILLS

e.g. I am good at networking

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

NEXT



WHAT I WANT...

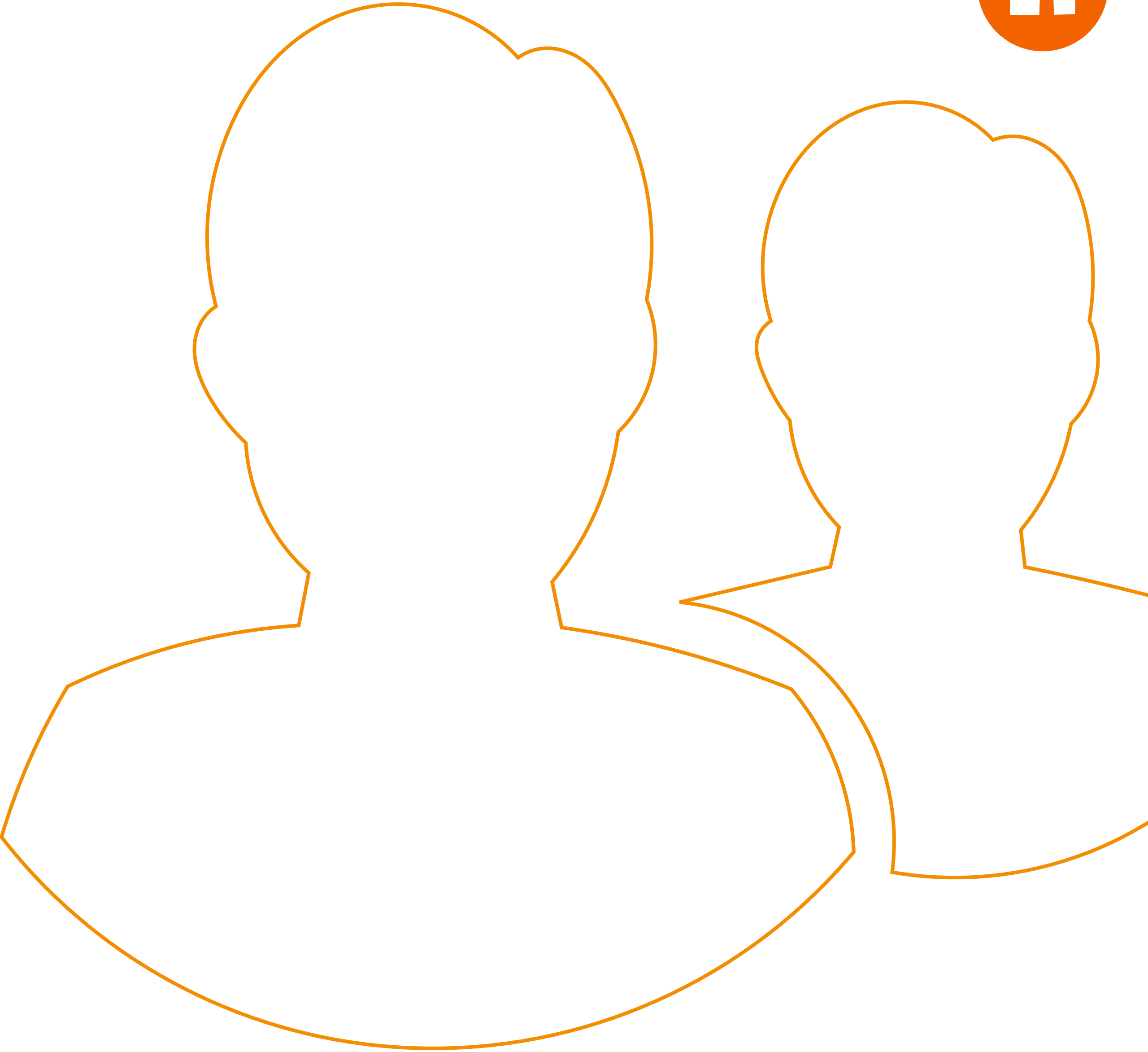


COMMUNICATION SKILLS

e.g. I want to feel more confident at talking in a group

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

NEXT





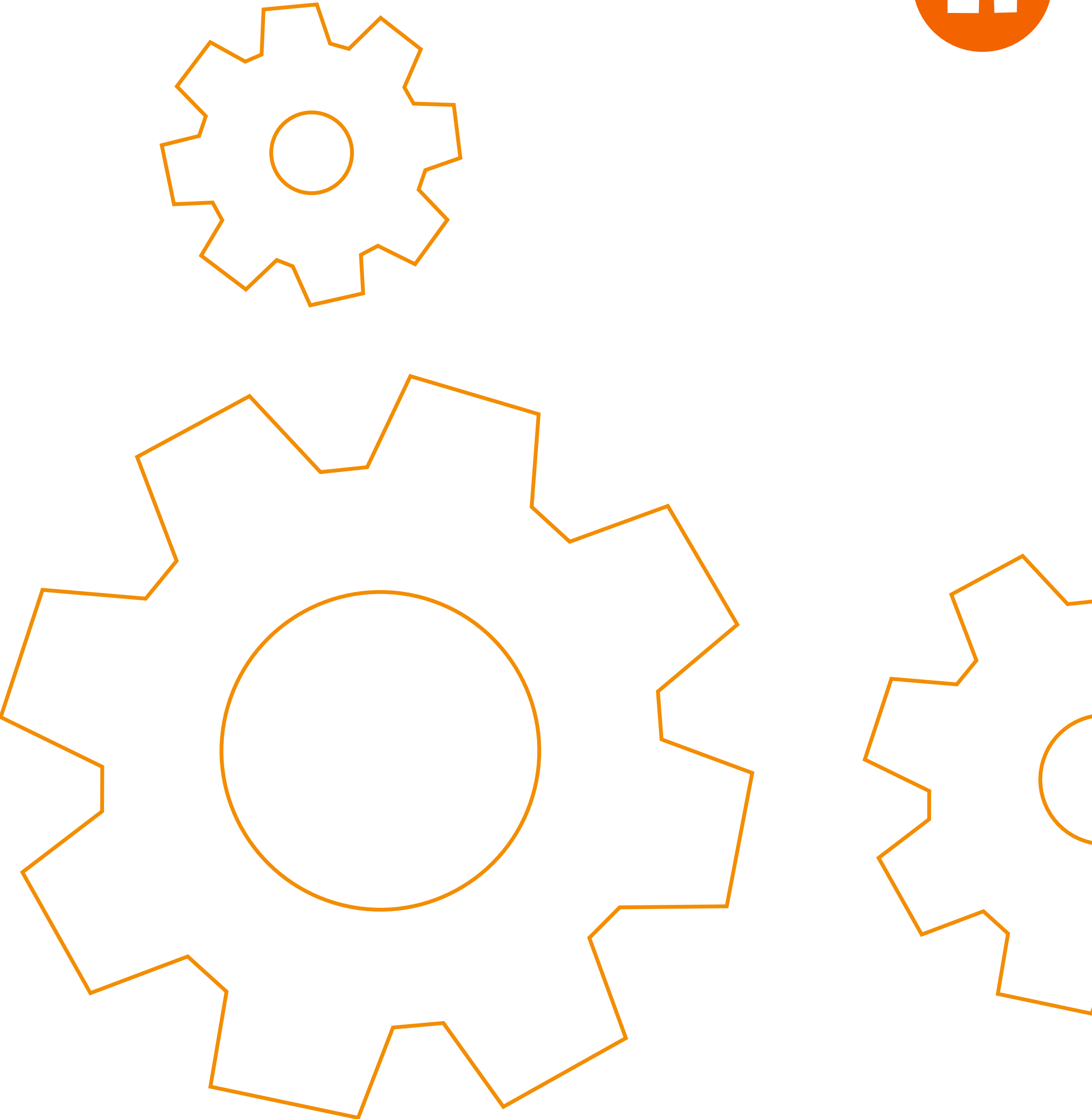
WHAT I CAN BRING...

INNOVATION AND CREATIVITY SKILLS

e.g. I am good at thinking outside the box

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

NEXT





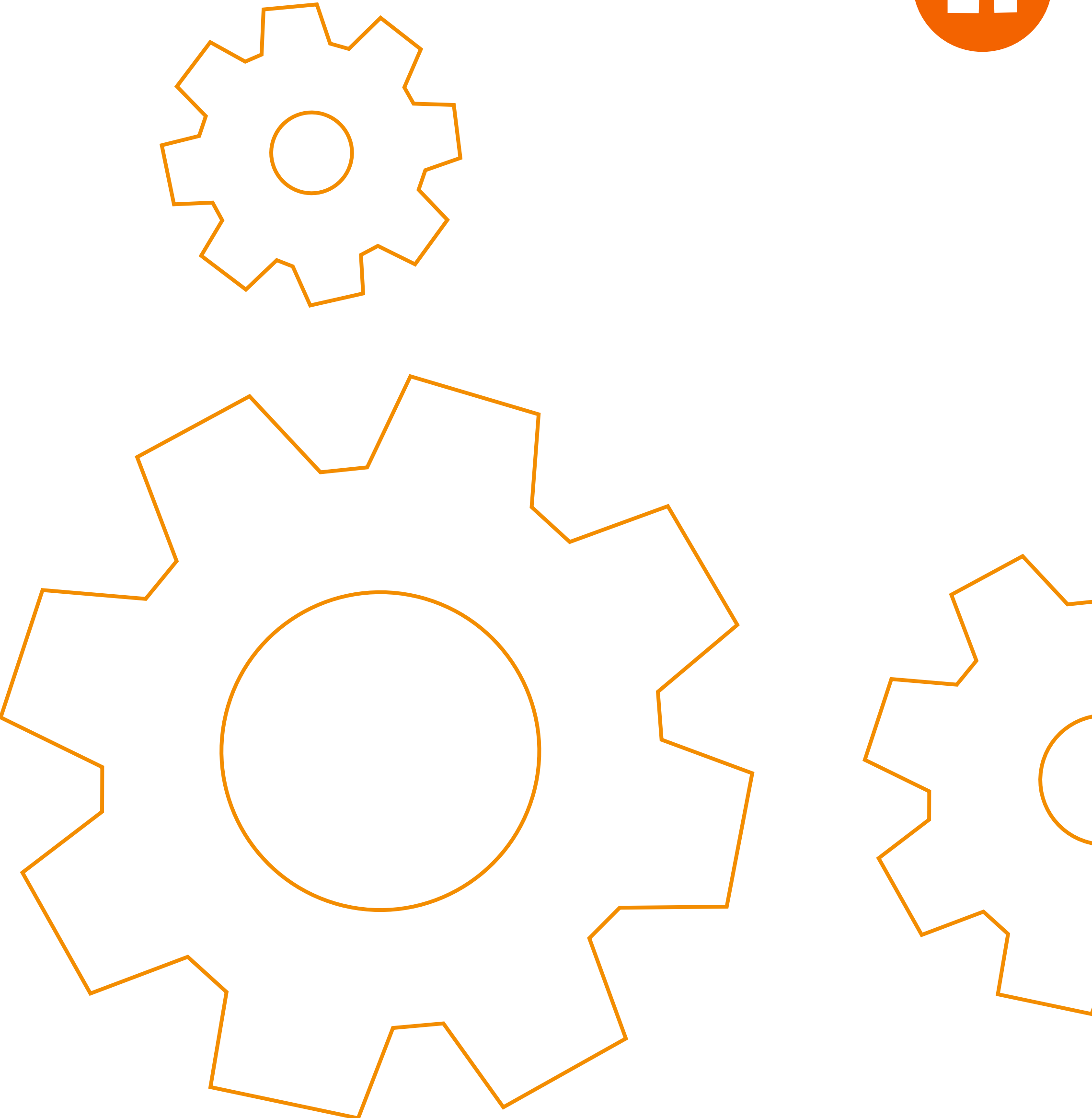
WHAT I WANT...

INNOVATION AND CREATIVITY SKILLS

e.g. I want to be better at finishing off projects

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

NEXT





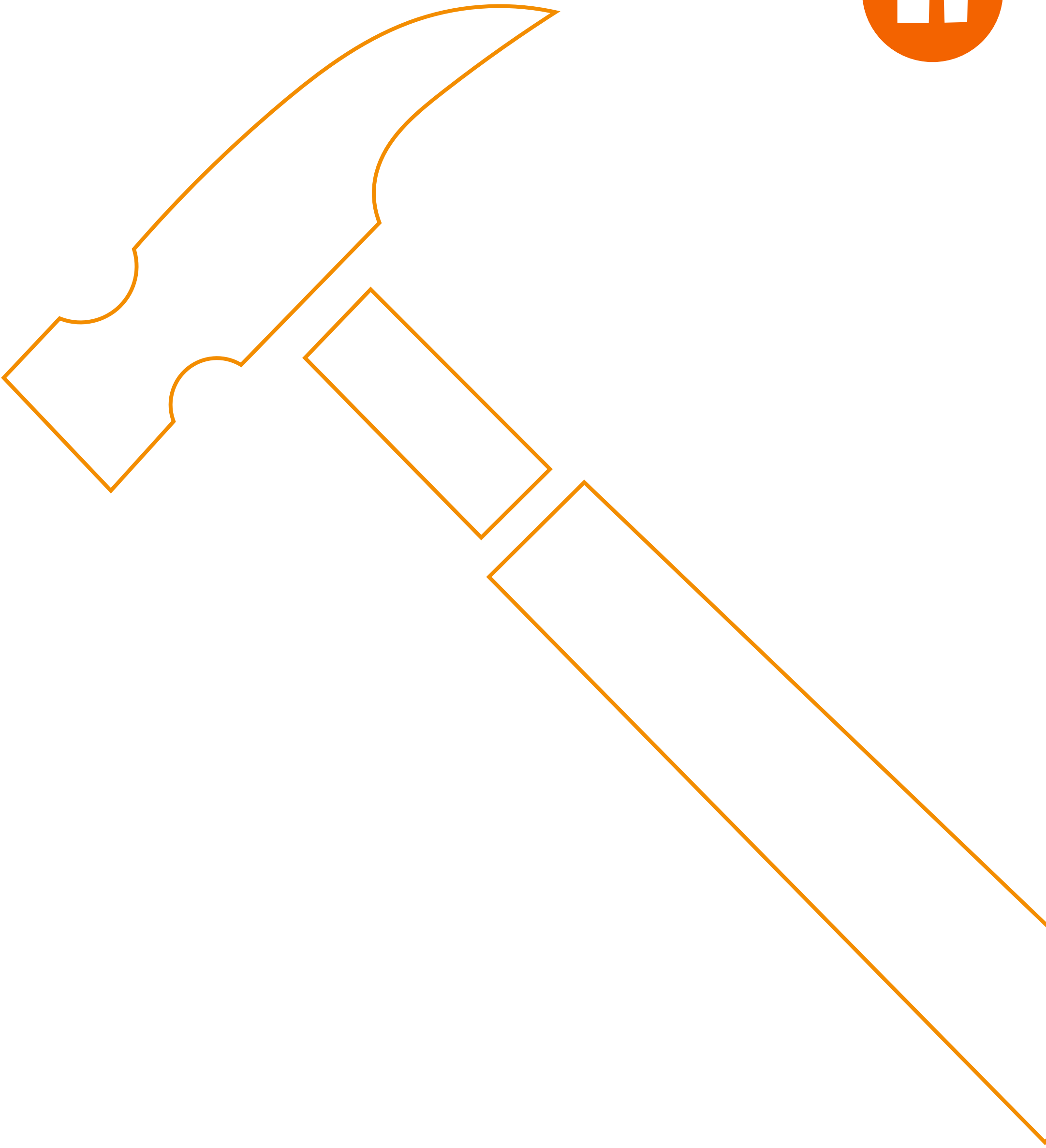
WHAT I CAN BRING...

PRACTICAL SKILLS

e.g. I know my way around campus

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

NEXT





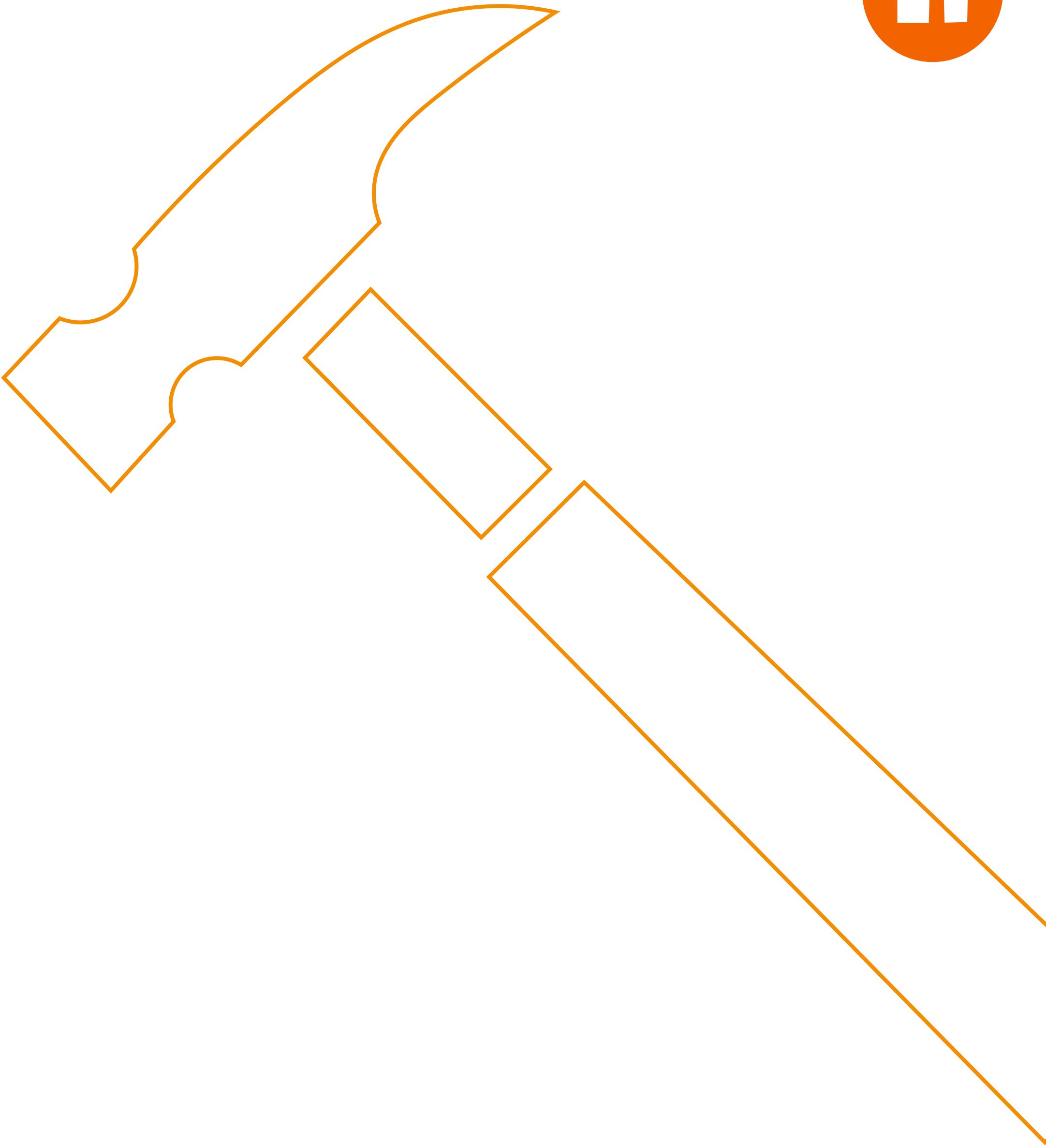
WHAT I WANT...

PRACTICAL SKILLS

e.g. I want to learn first aid skills

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

NEXT





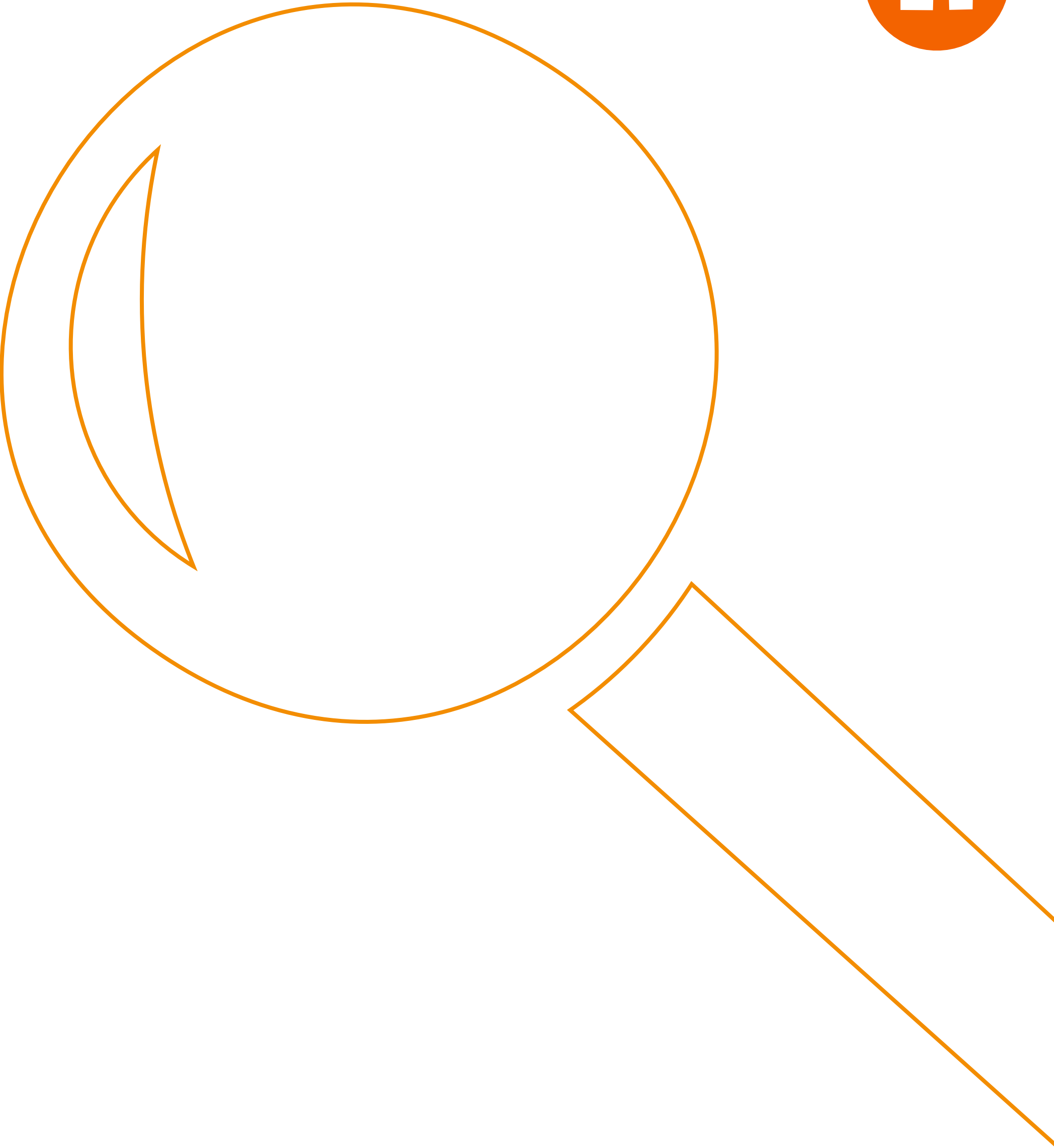
WHAT I CAN BRING...

RESEARCH SKILLS

e.g. My course has given me experience of managing focus groups

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

NEXT





WHAT I WANT...

RESEARCH SKILLS

e.g. I want to gain experience of collating data

1.....

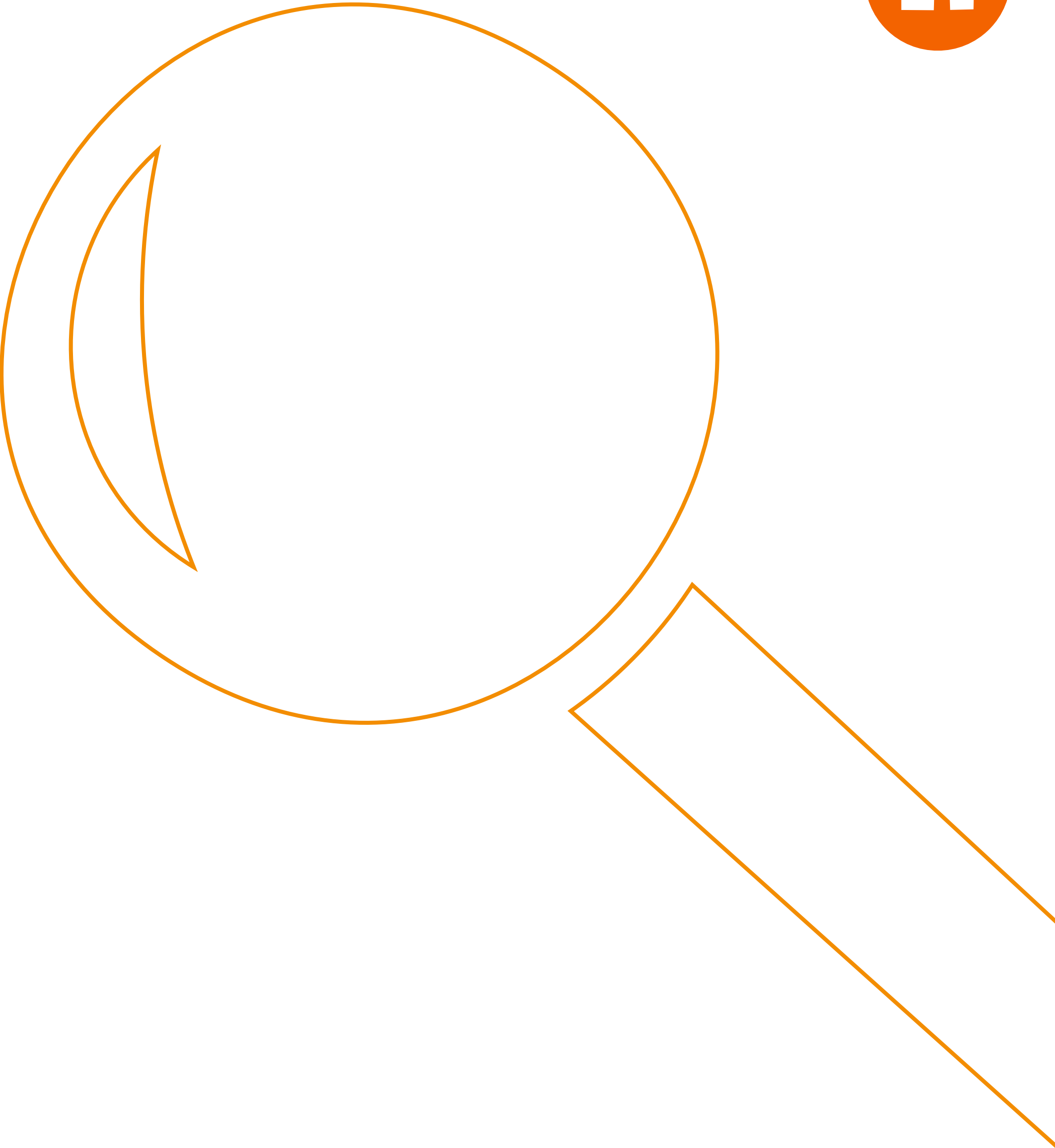
2.....

3.....

4.....

5.....

NEXT





WHAT I CAN BRING...

PERSONAL ATTRIBUTES

e.g. I am energetic

1.....

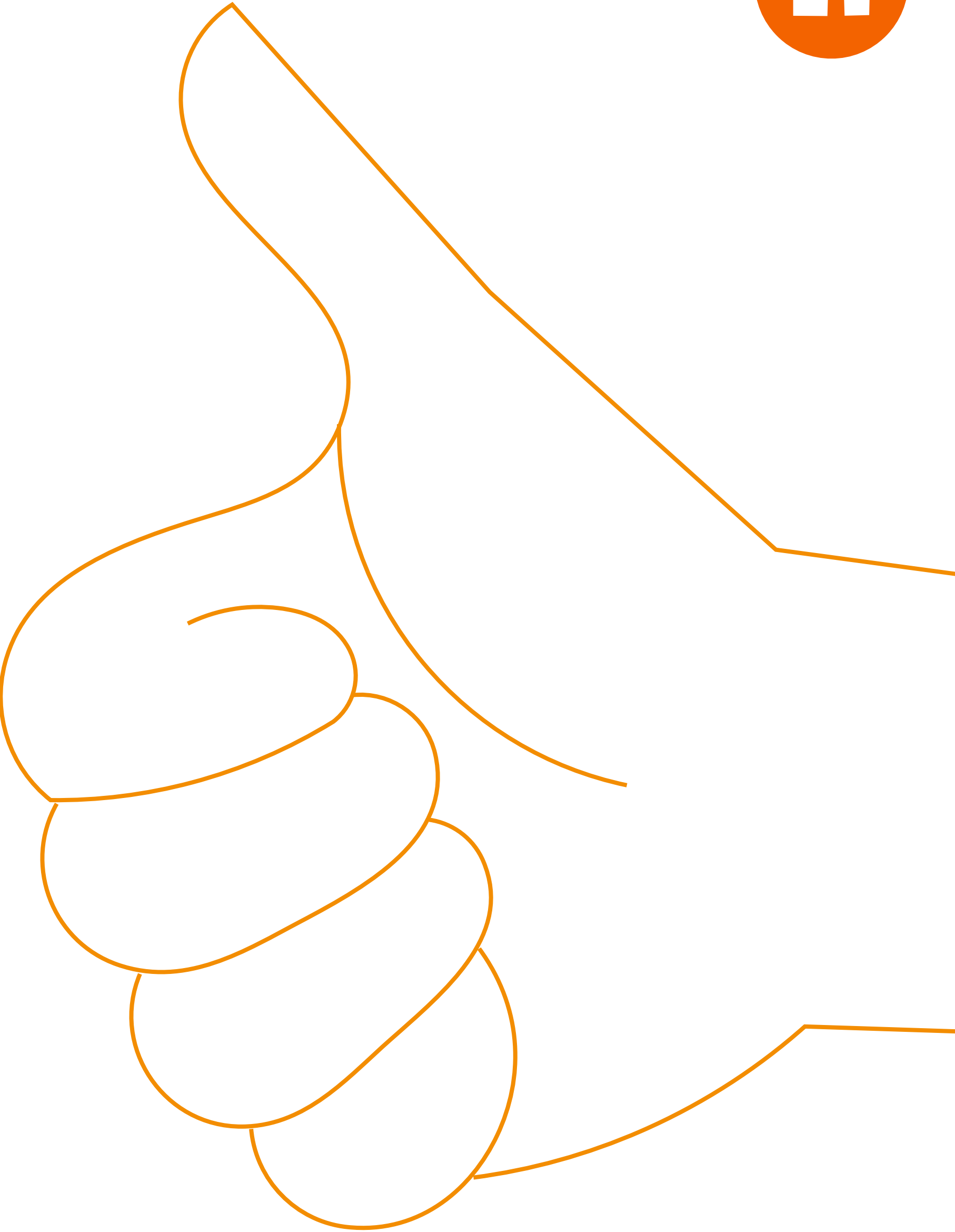
2.....

3.....

4.....

5.....

NEXT





WHAT I WANT...

PERSONAL ATTRIBUTES

e.g. I want to be less impulsive

1.....

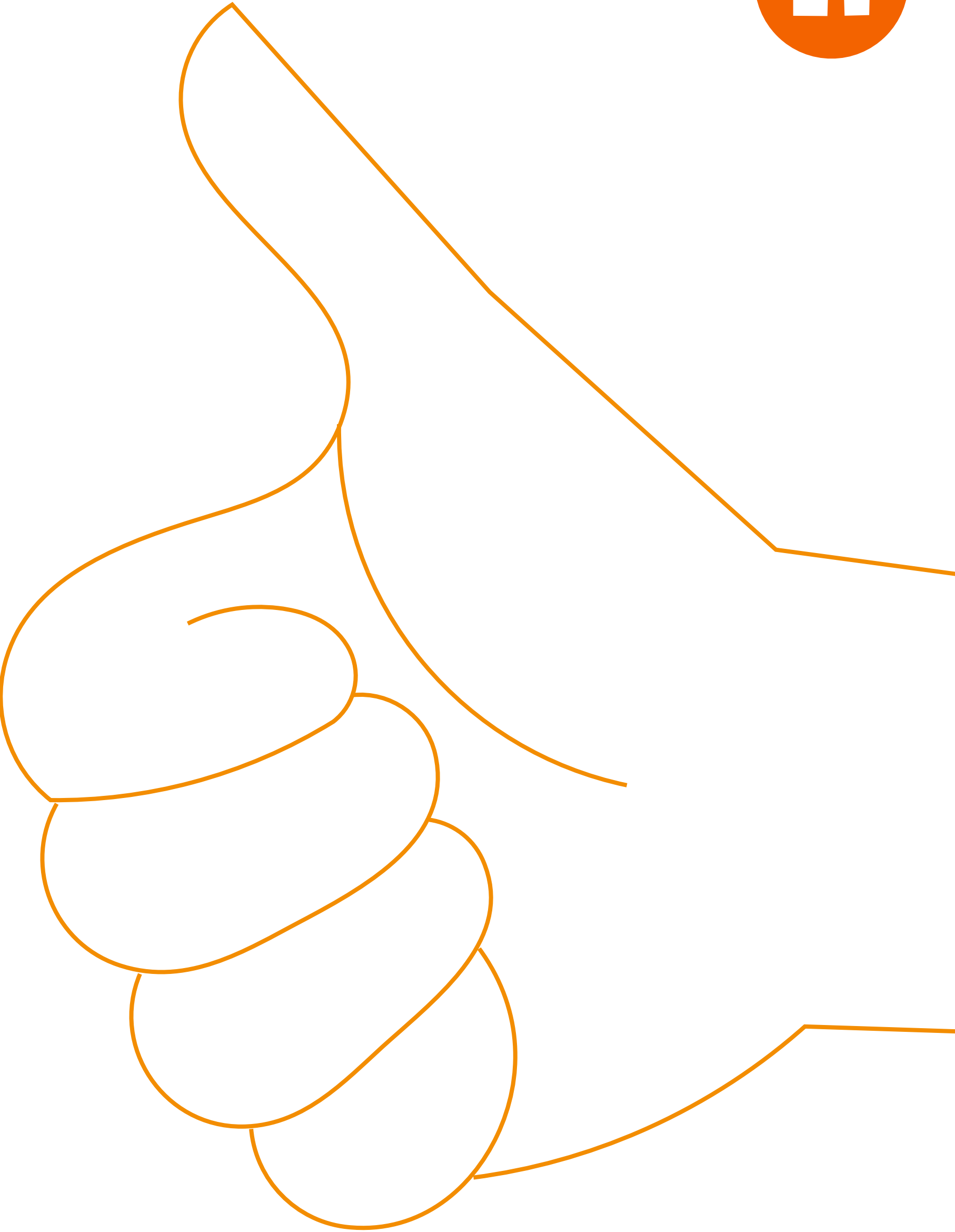
2.....

3.....

4.....

5.....

NEXT

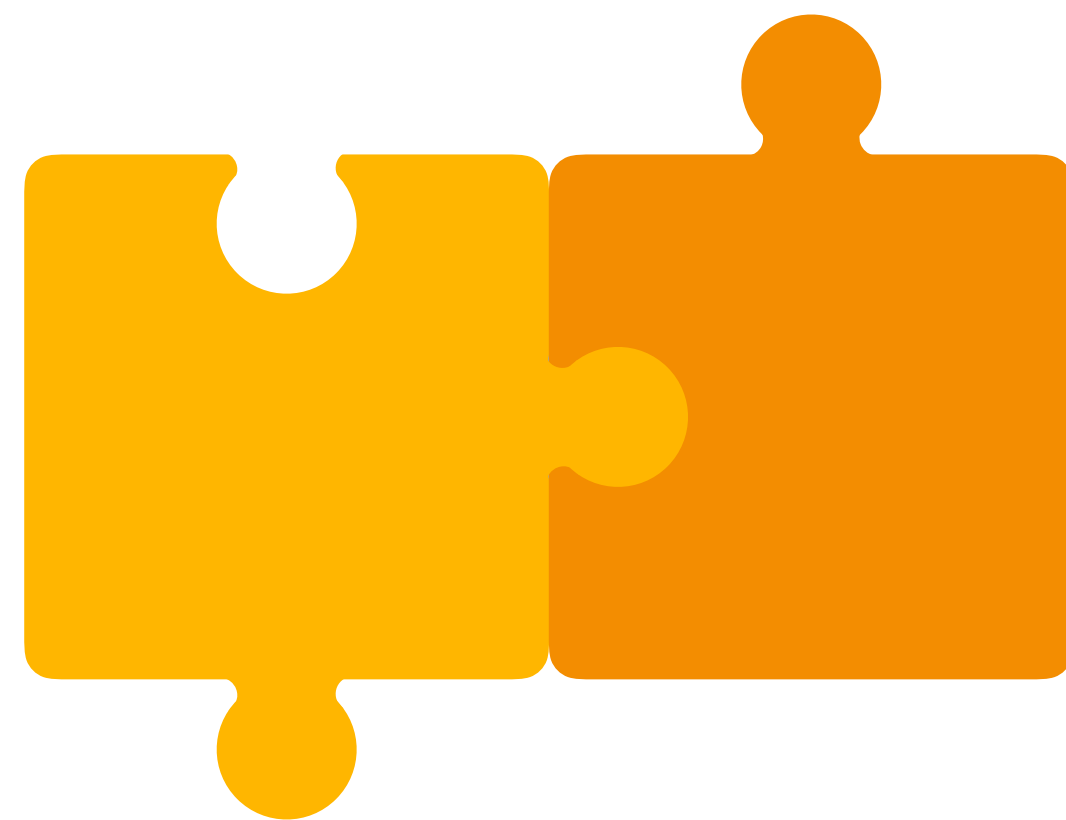


PARTNERSHIP PLAN



This document should be retained as it provides an opportunity for identifying skills and experience that can be used to demonstrate employability and inform future career planning.

	Agreed actions for all partners	Expected Outcomes	Target date	Skills to be developed



EXPLORING PARTNERSHIP

ENTER



OVERVIEW

ACTIVITY



OVERVIEW & PURPOSE

The purpose of this activity is for students and staff embarking on partnership work to discuss and explore values that will be important for them in building an effective partnership. The Higher Education Academy's Framework for Student Engagement through Partnership (HEA, 2014, pp.14-15) identifies a set of core values for enabling partnership to take place. These values have been adapted and simplified to engage a variety of audiences, aiming to more evenly distribute power dynamics present when embarking on a collaboration. The aim of this activity is to try and put both parties on a more equal playing field, to help people feel valued and, if possible, help the partnership be productive. Please consider the following when embarking on this activity:

1. Be respectful of what the other person has to say, the aim of this activity is not to make judgments but to understand and adapt certain things that we do to ensure comfortable workmanship for everyone involved.
2. Only disclose information you are comfortable with your partner knowing. You do not have to disclose information about your personal life if you don't want to.
3. Ensure that both you and your partner are listening to each other and treating one another with respect, you are both equally responsible in making this an engaging and constructive exercise
4. Make sure you take into account the environment in which you complete this activity and try to find a neutral place for both of you to meet, such as a coffee shop and/or library room or booth. A neutral environment can help people to be more open and therefore make this activity more beneficial for both parties involved.

NEXT

ACTIVITY



In preparation please print out or download the following:

1. 1 set of the 10 'Exploring Partnership' cards provided
2. One 'Exploring Partnership' Venn diagram per person in the partnership

Step 1: For the first part of the activity you will need to shuffle the 10 values statements and place them in the centre of the table, take turns to pick a statement and read what is written on it. After you have done that, ask your partner 3 questions about the card:

Have you ever experienced this value within any other partnerships or group work?

2. What would you require from a partner or your environment to ensure this value is present?
3. If this value was present within the partnership, how could this be beneficial to both parties and within future partnerships?

Step 2: For the second part of this activity each take an 'Exploring Partnership' Venn diagram sheet and write the titles of the cards that you feel are the most important values for you when embarking on a partnership underneath your name. Then write what your partner feels are the most important values for engaging in a partnership underneath their name. Where the circles over-lap, see if there are any values that you both feel are important and write them there. Take this sheet into consideration throughout the whole of your partnership, revisiting them frequently, to create a comfortable and productive environment.

NEXT



EXPLORING PARTNERSHIP VALUES STATEMENTS*

TRUST

All parties take time to get to know each other, to engage in open and honest dialogue and are confident they will be treated with respect and fairness.

NEXT



EXPLORING PARTNERSHIP VALUES STATEMENTS*

COURAGE

All parties should try not to shy away from difficult situations, but confront and learn from them. Encourage the people you are working with to take risks and show respect when they are working outside their comfort zones.

NEXT



EXPLORING PARTNERSHIP VALUES STATEMENTS*

AUTHENTICITY

All parties have a meaningful rationale for investing in partnership and are honest about what they can contribute and the parameters of the partnership. Think about how this partnership is worthwhile and how it could have impact outside of just yourselves.

NEXT

EXPLORING PARTNERSHIP VALUES STATEMENTS*



INCLUSIVITY

Partnership embraces the different talents, perspectives and experiences that all parties bring, there are no barriers (structural or cultural) that would prevent a potential/current partner to get involved.

NEXT

EXPLORING PARTNERSHIP VALUES STATEMENTS*



CHALLENGE

All parties are encouraged to constructively critique and challenge practices, structures and approaches that undermine partnerships, and are enabled to take risks to develop new ways of working and learning.

NEXT

EXPLORING PARTNERSHIP VALUES STATEMENTS*



EMPOWERMENT

Power is distributed appropriately and all parties are encouraged to constructively challenge ways of working and learning that may reinforce existing inequalities.

NEXT



EXPLORING PARTNERSHIP VALUES STATEMENTS*

RECIPROCITY

All parties have an interest in, and stand to benefit from, working and/or learning within this partnership. Everyone is willing to put in the same effort that everyone else involved in the partnership are.

NEXT



EXPLORING PARTNERSHIP VALUES STATEMENTS*

HONESTY

Both parties should be open and truthful. When working together you should be fair and sincere. If you do not agree with a point or think something may not necessarily work, speak up and offer constructive feedback without being disrespectful of their ideas.

NEXT

EXPLORING PARTNERSHIP VALUES STATEMENTS*



COMMUNITY

All parties feel a sense of belonging and are valued fully for the unique contribution that they make.

NEXT



EXPLORING PARTNERSHIP VALUES STATEMENTS*

RESPONSIBILITY

All parties share collective responsibility for the aims of the partnership and individual responsibility for any contributions they make.

* Healey, M., Flint, A., & Harrington, K. (2014). Engagement Through Partnership: Students as Partners in Learning and Teaching in Higher Education (1st ed, pp.14-15). York: The Higher Education Academy.

* Higher Education Academy (2017) Framework for Student Engagement through Partnership.

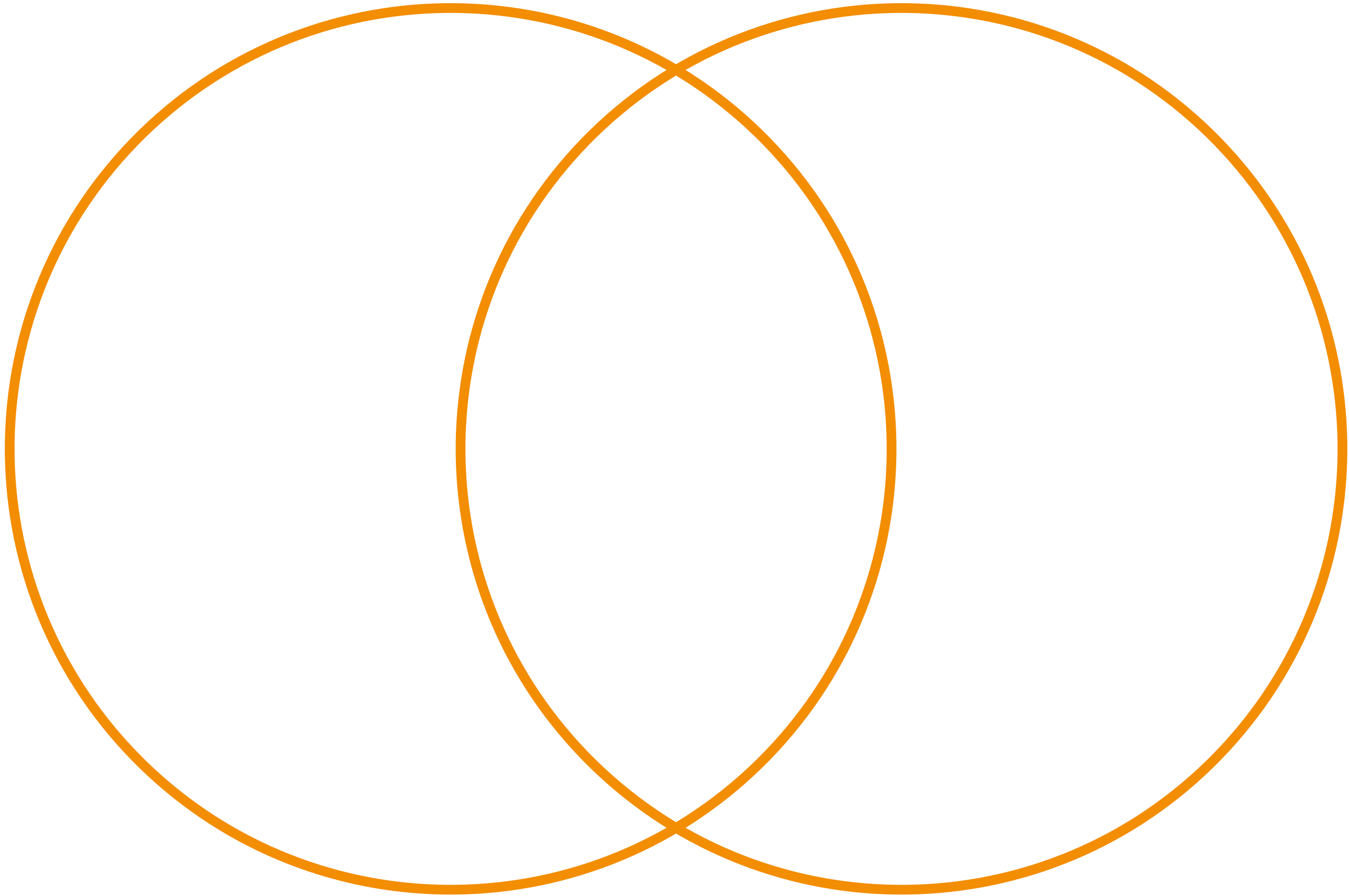
Available here: <https://www.heacademy.ac.uk/system/files/downloads/student-engagement-through-partnership-new.pdf>

NEXT

EXPLORING PARTNERSHIP VALUES STATEMENTS



YOUR NAME



YOUR PARTNER'S NAME



CRITICAL REFLECTION

ENTER



OVERVIEW

ACTIVITY



OVERVIEW & PURPOSE

Reflection is learning through our everyday experiences. It is a critical and reflexive process of self-enquiry and transformation of being towards becoming the practitioner you desire to be. (Johns, 2010, p3*)

Reflection is an everyday process which can often occur without us even being aware of it. Johns (2010) suggests that through actively engaging in a process of deep, meaningful reflection, it could enable us to question our thinking processes and ultimately, to learn from our experiences by being critical of them.

By reflecting in a more structured way, we are able to capture an experience and attempt to 'make sense' and find meaning in it. To achieve this, we must take the time to pause, stand back and analyse an experience in depth. Overall, critical reflection can allow us to develop a sense of desired practice as we attempt to use our judgment to either improve or make changes in our practice for future tasks.

This resource is designed to be a facilitating tool to encourage regular, collaborative critical reflection, in which both students and staff can benefit from the mutual sharing of their practice, and personal and professional development. In order to ensure that this resource is successful, it requires a full commitment from all parties involved and reminders of a few key points:

NEXT



Reflection is a good thing:

This reflective activity should not be perceived as you coming under scrutiny by your partner. Instead, look at it as an empowering experience which will be constructive for your personal development. You both have the opportunity to learn a lot from each other if you are committed to being honest, reciprocal and you engage fully with the activity.

Confidentiality and trust is key:

Remember that reflection is a very personal activity which can make us feel uneasy when we are asked to share our personal thoughts. In order for the resource to work, both staff and students should feel comfortable discussing their work, values, aspirations, struggles etc. Together as partners, within the context of professional boundaries, you need to cultivate a 'safe space' where you can talk openly with each other confidentially.

Have respect for each other:

Always be respectful of what your partner has to say and actively listen to them. Do not 'drift off' and think about something else. Your partner has made an effort to share something with you and may want your opinion about it. Remember that respect is reciprocal and if your partner does not feel appreciated in what they are sharing with you then they may not put in any effort either.

NEXT



ACTIVITY

Prior to the meeting, each member must fill in the first reflective comment card, and make a record of events which have occurred (considering key reflective questions);

- What have you been working on this week and what did you aim to achieve?
- What do you feel you have learned both professionally and/or personally this week?
- What challenges have you encountered this week and how have/how will you overcome them?
- What do you plan to work on next week and is there anything you need to help you to do this?

Step 1: In the meeting, each member takes a turn to share what they have written on the first reflective card. During this, the reflective partner assumes the role of an active listener and take notes on their partners "comments and thoughts" card.

Step 2: Once the person who is speaking has finished, the active listener can write a summary of what they think the key points of the discussion were, what are the points for action or development, ideas for next steps etc. NOTE: The active listener must not discuss what they have written.

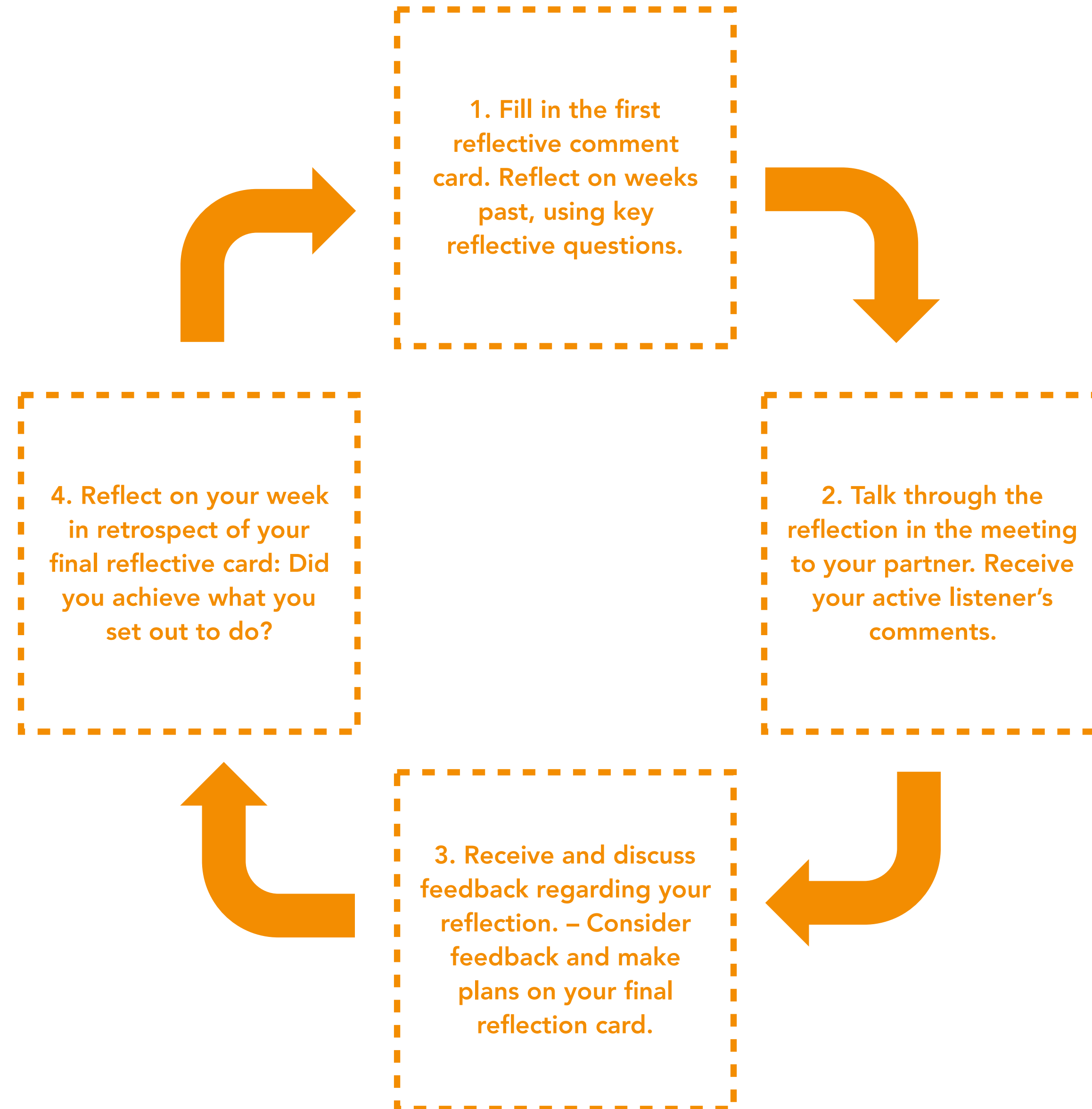
Step 3: At this point, the partners now swap their role in the activity. I.e, the active listener is now the speaker and talks about their reflection, and their partner actively listens and takes notes (follow steps above).

Step 4: Once both members have had the opportunity to talk about their reflection, they can now discuss and analyse what their partner has written down on their "comments and thoughts" card.

Step 5: Once both partners have had sufficient time to discuss the comments made by their active listener, they can then attempt to fill in their final reflective card and make plans for future weeks– this can be done immediately after the reflective discussion has taken place, or at a later date if the individual needs more time to consider next steps.

IMPORTANT: The final card must be kept and used as reference for reflection on the week in the next meeting (i.e. did I achieve what I plan to do in the last reflective meeting? What did I do differently? Was this an achievable goal? Etc).

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NEXT



Key Reflective Questions to Consider:

- What have you been working on this week and what did you aim to achieve?
- What do you feel you have learned both professionally and/or personally this week?
- What challenges have you encountered this week and how have/how will you overcome them?
- What do you plan to work on next week and is there anything you need to help you to do this?

NEXT

*Johns, C (2010). Guided Reflection: A narrative approach to advancing professional practice.



FIRST REFLECTIVE CARD

NEXT



ACTIVE LISTENERS "COMMENTS AND THOUGHTS" CARD

NEXT



FINAL REFLECTIVE CARD



COLLABORATIVE WRITING

ENTER



OVERVIEW

ACTIVITY



OVERVIEW & PURPOSE

With student-staff collaboration and partnership being of increasing focus in HE, a greater understanding of how to support and facilitate the student-staff co-writing process would be beneficial. Co-writing can be a rewarding and beneficial experience but also has its challenges. It is a process which requires clear, regular communication to ensure everyone has realistic expectations and harmonious working relationships. However, time for co-writing and publishing is often pressured in peoples' workloads, and the process itself can be laden with insider knowledge and academic social etiquette which is not always made explicit or demystified for new colleagues and students.

The aim of this resource is for staff to download set of templates to use as a prompt when co-writing with students and/or colleagues. This resource enables various dimensions of the co-writing process to be made transparent, so as to be inclusive of people of all levels of experience, and to clarify clear roles, responsibilities and a united approach to co-writing that will facilitate effective collaborative writing.

The resources are intended to be used at the stage after some form of collaborative research has taken place, data has been gathered and you are in the position of beginning the co-writing process. This is most likely to be for publication in a journal, but the resource could be adapted for co-writing project reports or funding bids.

We would like to acknowledge and credit two resources that have been very informative for the development of this resource, including the McMaster Co-writing template and the Research Whisper's (2012) blog article discussing co-writing approaches.

NEXT

ACTIVITY

Step 1: Co-writing team meet with all members present – share your ideas concerning the various elements of the template. Through discussion reach decisions, complete the template and project lead send round a final version to the team

Step 2: During team meeting, use the co-writing approach cards to decide how you will approach the process collaboratively and decide on roles and responsibilities.

Step 3: Use the reflective questions resource to facilitate ongoing discussions to review the co-writing process, identify emerging findings, clarify the key arguments and keep on track with writing deadlines



NEXT



Step 1: Template to complete collectively through discussion as a team; project lead to send completed version round after meeting

BEGINNING THE CO-WRITING PROCESS

1. THE PUBLICATION/ RESEARCH PROJECT	
Project/publication title	What is the working title for the publication?
Journals	Which journals could you aim for this paper to be published in?
Peer review	Or who could you ask to be peer reviewers of your paper before submitting to a journal?
Context	What is the bigger picture challenge, problem or issue that your study addresses?
Contribution	What is the anticipated contribution to knowledge your study will make?
Literature/ Conceptual Framework	What body of literature will you draw on? What conceptual framework, models or theories will be used?
Research Questions	What questions are guiding your research that your study or writing will answer?
Methods	What methodological approaches and ethical considerations have been taken to generate data for this study?
Findings	What approach will be taken to reporting the findings from the data? Will this approach be shared between contributors and if so how?
Discussion and Conclusion	How will findings be critically analysed and conclusions be made?

NEXT



2. THE CO-WRITING TEAM	
Project and publication lead	Who will be leading the publication overall?
Project team members	Who is part of the authorship team? Is there anyone else that should be invited?
Authorship	What is the criteria for determining the order of authorship in your discipline? In what order will the writers be credited on the paper?
Paper contributors – experience and knowledge	What previous experience or knowledge do you/ team members bring to this co-writing? How are these factors drawn upon in your context to inform decisions of authorship?
Paper contributors – personal goals and professional development	What personal development and professional skills/research skills do you anticipate developing as a result of co-writing this paper?
Paper contributors – roles and responsibilities	What are the contributions and responsibilities each writer will make to the publication?

NEXT



3. DEADLINES	
Deadlines	<ul style="list-style-type: none">- When is the deadline for getting a first draft of the paper?- When is the deadline for submitting to journal for peer review?- Dates for next few meetings to move work along?
How often will we meet face to face and/or virtually to touch base on out writing?	<ul style="list-style-type: none">- How often will we meet as a team about our study/writing?- Which places on campus are best to meet, (bearing in mind student-owned and staff-owned spaces)? What environments will ensure all team members feel comfortable? Will certain spaces be useful for different stages of the writing?- Can we identify dates for our next 2 meetings?
What technology shall we use to share documentation?	University shared drive? Google docs? Dropbox? Track changes on Microsoft Word doc? Other? Email one version between contributors?

NEXT



4. ACADEMIC CO-WRITING APPROACH	
RE. Step 2 - Using the cards, Do any of the research whisperer's 3 approaches seem useful in deciding how you will approach the writing process together?	Layering approach? Bricolage approach? Lego approach? Or a different approach? How will your chosen approach impact who has and shares version control of the paper?
Learning styles and differences in academic writing?	<ul style="list-style-type: none">- Are there any needs amongst you as a team that should be factored in to consideration when planning out who will do what?- Are there any aspects of academic writing that anyone would like some guidance, support or development in during this process?
Useful resources for developing academic writing?	What resources does your institution have to support academic writing? Do you have any tips you can share with one another for developing your academic writing further? <ul style="list-style-type: none">- http://about.brighton.ac.uk/ask/undergraduates/essays-and-assignments/academic-writing-style/- http://www.learnhigher.ac.uk/writing-for-university/academic-writing/



Step 2: Research Whisperer's Co-writing Approaches (2012) Activity

Print and cut out the following cards and have some discussion concerning the relevant questions to section 4 'Academic Co-writing Approach' in the template

LAYERING APPROACH

"One person does a whole first draft after an initial, loose meeting with the team about content and overall direction. This person sends it around to the other authors (serially); they edit and add to it.

PROS: This should be a very organic process, with the team's critical ideas meshing in the text and each writer building on their co-authors' work. When done well, this kind of article reads more smoothly because there's less jarring between people's writing styles. It should present a beautiful synthesis of the great minds behind the publication. Naturally, the person who puts together the first draft (if they do it properly) takes on a significant load for the writing project – choose this person well!

MUST HAVE: Strong organiser and draft schedule to keep momentum of work going. Every author should know when the next person is expecting the draft, and the entire paper must have a deadline (self-set or otherwise). It's too easy to lose the thread of the paper development in the middle of other academic commitments."

What are the cons to this approach?

Would this approach work for you?

NEXT



BRICOLAGE APPROACH

"The research team meets and discusses the general content and structure of the work. Major themes and sections are sketched out. The sections are then allocated to various members of the team, who go away, write their bit, then return the text to the publication leader. The leader stitches the sections together, smoothing connections if necessary, and sends it around the team (serially) for final 'massage' of content and style.

PROS: This can be a faster way to get something written, with people writing to their strengths or covering the specific section of the project they carried out. For this approach, the whole team doesn't necessarily have to be au fait with every step of the research; as with the process of the actual project, researchers can dip in, be the 'expert', then take on the 'informed lay-reader' review role when the whole thing is complete (that is, read for general integrity of structure and flow of argument).

MUST HAVE: Again, must have strong organiser/leader for the publication project to keep everyone on schedule and to make the call on structure and direction in the preliminary and final stages."

What are the cons to this approach?

Would this approach work for you?

NEXT



LEGO APPROACH

“For this one, the research team meets (maybe multiple times) and nuts out all the content for the paper, right down to the required paragraphs, maybe even their topic sentences. Paragraphs are allocated to various team members, they write them up, then send them back. Leader stitches the sections together, smoothing connections if necessary, and sends it around the team (serially) to ‘massage’ content and style.

PROS: This approach requires a much longer preparation and discussion time, but the actual writing of the publication can be extremely fast. It’s a bit like an academic ‘paint by numbers’ template. It allows you to complete the bulk of the writing very quickly.

MUST HAVE: Consensus about whole-of-publication content and direction, and a co-authoring team that can work well together (even when threshing things out on the nitty-gritty paragraph levels).”

What are the cons to this approach?

Would this approach work for you?

NEXT



STEP 3: Reflective questions to use during further team meetings to prompt discussion and facilitate productive meetings, whether virtual or face to face. It might be particularly useful for students to use in advance of meetings to gather their thoughts for the meeting.

Co-writing Updates – Questions for discussion	
Are there any questions, points for clarification or challenges you’ve encountered during your writing recently?	
Have you identified any key points to contribute to the overarching key argument of the paper in your writing recently?	
What are the next steps for each member of the co-writing team to take before our next meeting or deadline?	

* <https://theresearchwhisperer.wordpress.com/2012/02/21/co-writing/>
* <http://www.apastyle.org/manual/related/fine-1993.pdf>
* <https://patthomson.net/2013/05/13/should-you-could-you-would-you-co-write-with-your-supervisor/>
* <http://www.bolton.ac.uk/Research/Staff-Students-Examiners/ResearchDegreesAndStudents/Documents/PDF/GuidelinesSupervisionCo-authorship.pdf>



ACTIVE LISTENING

ENTER



OVERVIEW

ACTIVITY



OVERVIEW & PURPOSE

These cards have been designed to help groups and individuals prepare for partnership working. Developing useful communication and interpersonal skills that can foster partnership working that is respectful and enjoyable. Through reflection and discussion using 6 active listening statements, this resource aims to develop mindfulness of individuals' conduct with others, challenge the barriers to listening, and develop sensitivity and attentiveness to fellow partners.

NEXT

ACTIVITY

Step 1: In a group or pair, share out the active listening statements and each person takes a turn to read their statement. Pause to discuss the ideas that the statement is presenting, reflect on your own experiences, and use discussion to decide how, as a group or pair, you might factor this advice into the conversation.

Inclusive Practice: Be mindful of different thinking, listening and learning styles. Ask everyone if they are comfortable reading and discussing aloud. If anyone's reaction is reluctant – is there another way this could be done? Or, offer more time to digest the information, perhaps it would work better by discussing in pairs and feeding back.



NEXT



Step 2: Following the card activity:

For groups of 3 or more people:

1. Identify who has become the natural 'leader' in this meeting. Who brought the card activity along? Who is coordinating the partnership?
2. This person could proceed by 'gifting' their leadership role to another person, for this meeting/ conversation. Check with the others, would anyone else be prepared to lead the discussions on this occasion?
3. Is there anyone in the group willing to document the key points, or audio record? Check that everyone is willing to give their permission.

For pairs:

1. Identify who has become the natural 'leader' in this meeting. Who brought the card activity along? Who is coordinating the partnership?
2. Spend a couple of minutes discussing this dynamic. What does this role of leadership mean for the partnership? Could there be a delegation of tasks to each partner, to promote clearer roles and responsibilities?
3. How, as a pair, will you keep notes or document key points, whilst maintaining active listening that builds trust, rapport, and equality in the partnership?

NEXT



1. Take a moment to plan for active listening.

We are often keen to jump straight in to partnership conversations, to discuss the content of the project ahead. These cards will enable us to take a few minutes to think and talk about how we want this conversation to unfold.

The cards will also introduce us to the role of active listening, and how this can help everyone who is part of the project to be attentive, reflective, and sensitive to fellow partners.

NEXT



2. Advice for everyone: prepare yourself to listen.

Being attentive to other people while they are talking requires being focused and relaxed. We can easily be distracted by other thoughts: what's for dinner tonight, have I fed the cat, what time is my train?

Try to put these thoughts aside for this short meeting time, and concentrate on what others are saying. Never interrupt someone or finish their sentence, be patient.

NEXT



3. Be mindful of different thinking styles.

Some people find it easy to process information, then rattle off an immediate response – this takes a conversation into a fast pace.

Other people like time to listen, digest, and think about what is being proposed. Some people definitely need allocated thinking time to write their responses down, or come back to you with their thoughts at a later meeting. Be mindful of others' needs, ask them how they might like to proceed.

NEXT



4. Put your fellow speakers at ease.

When someone else is talking, let them know you are listening, and hearing what they are saying. Use open body language, gestures, or words to encourage them to continue. Maintain eye contact (but don't stare!), smile.

Try to remove distractions such as shuffling papers, mobile phones, noisy equipment. Don't make unnecessary notes, doodles, etc. if you are worried about how to remember what is being said, could you audio record, or could someone else take notes?

NEXT



5. Be mindful of some barriers.

It is common that, when we are listening to others, we are often formulating our response while the person is still talking. This is a barrier to attentively listening to all that is being said.

The risks are that assumptions are made, conclusions are drawn, inaccurate or incomplete information can then lead to misunderstandings. Listening is a skill that requires constant refining; so use this experience to begin to become aware of your own thought processes while listening.

NEXT



6. Keep an open mind.

Our ideals, values and beliefs can dominate our thoughts, without us being aware sometimes. It can be difficult to attentively listen to others when their views contradict our opinions.

Try to become aware of when this is happening, acknowledge your own reactions, but then get back to listening and trying to understand what is being said. Avoid jumping in with 'advice' for the speaker, before they have finished, and particularly when they are not asking for advice or posing a problem.