

# Students as active partners

## What do I need to consider?

Students as active partners means involving students in all aspects of their education. By considering different ways of engaging students, their experiences are acknowledged in the curriculum, and resources and strategies are developed in partnership with them. This involvement could include

* curriculum development
* feedback on their experiences
* creating a positive learning environment
* input into assessment delivery and approaches to assessment feedback

## How could I introduce this into my teaching?

* **Start the conversation with students**
Let them know that you are doing this work and actively seek out their engagement and promote student-led initiatives already in place. Think about setting up a decolonising the curriculum working group or encourage students to start or join an existing one.
* **Consider working with your students to create a co-curated reading list**
Include reading list reviews in your course, and/or a final analysis on the reading list you have created together - see <https://www.abdn.ac.uk/about/strategy-and-governance/what-we-teach-2634.php#panel2966>
* **Make sure that racialised groups are not over-burdened with this work**
Discuss with them what would work best for them when seeking their involvement.
* **Listen to students and consider using the Antiracist Curriculum**
The resource [Involving students in developing an anti-racist curriculum](https://www.advance-he.ac.uk/sites/default/files/2021-10/8%20Involving%20Students%20with%20ARC.pdf) has specific approaches to support these conversations
* **Identify and appreciate students’ different experiences, backgrounds and ideas**
Students bring a wealth of these to the conversation. Try to create a safe learning environment where these differences can be expressed.
* **Consider roles such as student interns to support the work**
Students’ expertise should also be recognised and valued in the process of decolonising the curriculum.
* **Consider partnering with communities beyond the classroom**
Students are already a part of a range of groups such as student societies, charities, community groups and businesses that can bring knowledge beyond the traditional academic one. Prioritise those with lived experience.

## Where can I find additional information and resources?

* [The UoA Decolonising the Curriculum website](https://www.abdn.ac.uk/about/strategy-and-governance/students-and-staff-as-active-partners-2632.php)
* Creating Safe Spaces - (PDF) Decolonial Methodologies in Education (researchgate.net)
* Indigenize teaching and learning - Resources for instructors to decolonize and indigenize teaching and learning | School of Public Health Sciences | University of Waterloo (uwaterloo.ca)
* Partnering with Communities - Strategies for Antiracist and Decolonized Teaching | Faculty Focus