ITL Research Roundtables 2015

Immunity to change: Why aren't Students as co-Inquirers initiatives more widespread in Australian universities?

Dr Amani Bell

Students as co-inquirers’, as defined by Verwoord (2014), is ‘a growing movement within higher education that recognizes the importance of involving students as contributors to all aspects of teaching and learning, including research and activities within the scholarship of teaching and learning’. Students as co-inquirers initiatives are well established elsewhere, such as the UK (e.g. Higher Education Academy, 2014) and the USA (e.g. Verwood, 2014). Further examples can be found in three recent publications (Healey et al., 2014; Dunne & Owen, 2013; Little, 2011), which serve as excellent guides through the students as co-inquirers terrain.

While the model of students and staff working in partnership to enhance university education is well-established internationally, it is still an emerging field in Australia where most of such initiatives involve only small numbers of students. This roundtable will invite participants to reflect on their experiences of / beliefs about the barriers to SACA, and how they might be overcome. I will also share themes from interview data from staff at three Australian universities.

References
[https://www.heacademy.ac.uk/sites/default/files/resources/Engagement_through_partnership.pdf](https://www.heacademy.ac.uk/sites/default/files/resources/Engagement_through_partnership.pdf).
Higher Education Academy (2014) [https://www.heacademy.ac.uk/workstreams](https://www.heacademy.ac.uk/workstreams) research/themes/students-partners,