Are you interested in involving students as partners in learning and teaching? A new report published by the UK's Higher Education Academy draws together extensive UK and international scholarship and research to propose a new conceptual model for exploring the variety of understandings about 'students as partners' in learning and teaching.

The authors define partnership in learning and teaching as

>a way of staff and students learning and working together to foster engaged student learning and engaging learning and teaching enhancement. This way of working requires active engagement and responsibility of all involved...listening to students does not in and of itself constitute partnership.

Written by Mick Healey, Abbi Flint and Kathy Harrington, the report:

- examines the motivations and rationales for staff and students engaging in partnership;
- offers a pedagogical case for partnership;
- identifies examples of strategic and sustainable practices of engaging students as partners in learning and teaching;
- outlines how the development of partnership learning communities may guide and sustain practice in this area;
- identifies tensions and challenges to partnership;
- provides links to useful websites and resources;
- offers suggestions to individuals and institutions for addressing challenges and future work.

The full copy can be downloaded here.

If you're interested in this topic, the International Society for the Scholarship of Teaching and Learning has a lively 'Students as Co-Inquirers' Special Interest Group, which can be joined by emailing the co-chairs.