MacPherson Institute Student Partners Posting – Winter 2017

In 2013-14, the Arts & Science Program and the MacPherson Institute (then known as MIIETL) collaborated to create "student scholar" positions for students who are interested in pedagogical research and innovation. Since this time, a wide range of students from across campus have contributed to the enhancement of teaching and learning at McMaster by participating in projects run at or in partnership with the MacPherson Institute. Members of the student partner team have contributed to the design and development of new courses, helped to create resources for faculty and students, and collaborated with staff and faculty partners on research projects related to teaching and learning. Several have also co-authored research articles and conference presentations related to their work.

Encouraged by these successes, we're thrilled to continue the student partner program in Winter 2017. We're currently looking for students to work with us on a number of projects. Some of these are already underway, while others are just being formulated, so students will have opportunities to enter into the work at the stage that is most of interest to them. These positions will involve approximately 5-10 hours of paid Institute work per week, between January and April 2017. The specific number of hours worked will depend on the project.

Projects for which student partners are currently being recruited are described on the following pages. If you are interested in filling one of the student positions, you will be asked to identify **ONE to THREE** of these projects and write a brief (~250 word) interest statement for each. These project interest statements should include the following:

- A description of why the project seems interesting/important to you. (Why do you want to join the project team? What are your goals in relation to the project?)
- A proposal for the role you might play on the project team. (What might you *do* to develop the project and help it meet its goals? What work do you see yourself carrying out?)
- An indication of the skills/experiences/interests/perspectives that you'd bring to the project team. (Why are you a good fit for this project?)

To apply, submit your project interest statements, along with some information from your resume, using the following application form: **http://tinyurl.com/SPPWinter17**

Any student (undergraduate or graduate) enrolled at McMaster University is eligible to be a Student Partner. While prior experience in teaching and learning research/practice would be an asset, it is NOT required. Indeed, we're interested in working with a wide variety of students with a range of backgrounds and experiences, including members of equity seeking groups. Some projects do indicate preferences for students with particular experiences, skills, or educational levels, so be sure to read the project descriptions carefully and make the case for why you would be a good fit.

Applications MUST be received by **2 December 2016 at 4:30p.m**. to be considered.

Further information about the student partners program, including guidelines for the application process, can be found in the Student Partners Handbook. If you have any questions about the student partner team, or about the MacPherson Institute and its work, please contact Dr. Beth Marquis at beth.marquis@mcmaster.ca.

Project Descriptions: Winter 2017

Course Delivery Consultants

Student Course Delivery Consultants will be paired with a faculty member during the winter semester to provide feedback and a student perspective on courses that are in progress. The student partner will spend 1 hour per week attending their faculty partner's lectures to observe their teaching practice and student response while documenting feedback for the instructor. Student partners will then meet for 1 hour per week with their faculty partner for feedback delivery and discussion. Weekly meetings with the program coordinators, Kris Knorr and Gabrielle Foran, will take place for 1 hour to discuss the delivery of meaningful feedback, relevant pedagogical topics and effective mentorship. Time commitment for the student partner is approximately 3 hours per week.

We anticipate that this project will involve approximately 50 hours of work, over the Winter term. *(Please note that this is only an estimate. A more precise approximation of hours will be provided to successful applicants before they begin.)*

Course Design Consultants

Student Course Design Consultants will be paired with a faculty member during the winter semester to provide feedback for courses that are in development for delivery in a future semester (likely the summer or fall 2017 semester). The student partner is expected to meet with their faculty partner 1-2 hours per week to provide feedback and assistance in course development. Student partners will also meet with the program coordinators, Kris Knorr (MacPherson Institute) and Gabrielle Foran, for 1 hour per week to discuss relevant pedagogical theory, the provision of meaningful feedback and effective mentorship. Time commitment for the student partner is approximately 3 hours per week.

We anticipate that this project will involve approximately 50 hours of work, over the Winter term. *(Please note that this is only an estimate. A more precise approximation of hours will be provided to successful applicants before they begin.)*

Course Refinements and Faculty Development

A Course Refinement is a process by which a faculty member or instructor can collect honest, useful, personalized, formative, and timely student feedback about a course they teach. On an instructor's behalf, The MacPherson Institute (MI) collects student feedback, anonymizes it, and returns it to the instructor so that they can implement changes that address feedback at the midway point in the semester. It is a highly successful process that has received very positive feedback from instructors and students alike.

As student partner, you will assist in conducting, analyzing, interpreting, and communicating Course Refinement feedback with instructors of a variety of undergraduate and/or graduate courses at McMaster. Working with an Educational Developer from MI, you will collect and perform qualitative analysis of student feedback, and work with faculty to determine ways to enhance their courses and teaching.

This project is suited for graduate students interested in educational development processes, working with faculty on facilitating course improvements, and conducting qualitative (and some quantitative) survey data analysis. Project partners include Rebecca Taylor, Kris Knorr, and Julia Evanovitch.

We anticipate that this project will involve approximately 50 hours of work, over the Winter term. *(Please note that this is only an estimate. A more precise approximation of hours will be provided to successful applicants before they begin.)*

Curriculum Consultants (Linguistics and Languages)

The Department of Linguistics & Languages is going through the IQAP (program review) process in 2017-18. We would like to use this opportunity to engage in scholarly inquiry about our programs, both to identify areas for continued improvement, and to share our findings with the broader field of Linguistics.

To that end, the Department seeks to investigate students' experiences, to understand students' goals and outcomes, and identify areas for potential change or enhancement. Partnering with Catherine Anderson (Undergraduate Chair, L&L) and Erin Aspenlieder (Program Enhancement Lead, MacPherson Institute), the student partner(s) will guide the development of data gathering methods, possibly including interviews with faculty members and focus groups with program students. The project is at the beginning stage of the IQAP and research process, seeking MREB approval to begin in January 2017, with possible roles for future student partners in data interpretation, writing and IQAP preparation throughout 2017.

The student partners will have the opportunity to influence the future shape of our programs on a deeper level than through the usual surveys and interviews. The partnership also offers a valuable professional experience, relevant to anyone interested in teaching and learning, Higher Education, or administrative positions in the public sector.

The student partner(s) should be enrolled in either the Cognitive Science of Language program or the Linguistics program. Required skills include: leadership, collaboration in a team, communication skills, time management skills, pedagogical interests, analysis skills.

We anticipate that this project will involve approximately 80 hours of work, over the Winter term. *(Please note that this is only an estimate. A more precise approximation of hours will be provided to successful applicants before they begin.)*

Science of Learning Module Development
The MacPherson Institute is spearheading the design of three modules on the Science of Learning. The goal of the modules is to provide students with evidence-based strategies aimed at helping them to develop study skills and think critically about how they learn. The 3 modules are outlined below:
• Practice, Practice, Practice: Retrieval, Distributed and Mixed Practice, Self-Explanation, Transfer
• The Big Picture: Metacognition, Attitude, Goal-setting, Exercise, Sleep
• First Steps: Multitasking, Cognitive load, Note-taking, Analogies

A pilot of the first module was integrated into the Fall 2016 offerings of PSYCH 1X03 and SCIENCE 1A03 courses with feedback obtained. The student partner would be involved in summarizing and making recommendations based on this feedback. They will also be involved in script development, storyboarding and review of the subsequent modules. Both will involve sourcing images/resources, further testing and review. They will also be involved in the collaborative development of an accompanying instructor handbook.

We anticipate that this project will involve approximately 50 hours of work, over the Winter term. *(Please note that this is only an estimate. A more precise approximation of hours will be provided to successful applicants before they begin.)*

Using Visual Methods to Evaluate Staff-Student Partnerships
This project will build on existing research of the staff partner (Woolmer, 2016) to explore the potential to use visual research tools (such as picture and photo elicitation, and video diaries) to evaluate staff-student partnerships. Such methods aim to develop participatory research approaches, working with rather than on participants, to capture the evolving and dynamic nature of staff-student partnerships.

The staff and student researchers will conduct a comprehensive literature review and identify up to three visual methods to trial. They will jointly evaluate a selection of Student Partner Projects, using the visual methods to capture the process of partnership development, and analyse the data together. Outcomes will include a report on the findings from the evaluation exercise and a critical reflection on the use of visual research methods to evaluate partnerships.

Staff partner: Dr. Cherie Woolmer, MacPherson Institute. Students with an interest in participative research methods are encouraged to apply.

We anticipate that this project will involve approximately 80 hours of work, across the Winter term. *(Please note that this is only an estimate. A more precise approximation of hours will be provided to successful applicants before they begin.)*