MacPherson Student Partners Posting – Fall/Winter 2017-18

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 partners program in Fall/Winter 2017-18. We’re currently looking for students to work 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 work per week, between September 2017 and April 2018. 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: tinyurl.com/SPPFall17

Any student (undergraduate or graduate) enrolled at McMaster University is eligible to be a Student Partner. While prior experience with 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 4 August 2017 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 MIIETL and its work, please contact Dr. Beth Marquis at beth.marquis@mcmaster.ca.
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Assessing Assessments in Social Work Education
In this project, we seek to evaluate how social work assessment techniques (i.e. process recordings, filmed/audio-recorded interviews, role plays, case studies, family autobiographies/genograms, and self-reflections) contribute to the learning experiences of social work students in general, and especially those who identify as disabled/mad and/or as members of other equity-seeking groups. Faculty will be involved in discussing and developing clarity on reasons for using particular assessments, how they are believed to contribute to learning, and outcomes they are intending to evaluate. We will then work together to imagine and consider possibilities for greater accessibility and inclusion.

The Student Scholar will work with members of the Disability Action Group, Alise de Bie, and Dr. Ameil Joseph to analyze relevant research literature, offer interpretations on this material from their lived experiences, analyze survey data from students, co-facilitate a focus group/hold interviews, and participate in the co-authoring of a report and journal article.

We are excited to involve a Student Scholar who identifies as having lived experience of disability/madness/mental health stuff/addiction and/or belonging to another equity-seeking group. They should have some exposure/experience with the assessment practices named above.

We anticipate that this project will involve approximately 120 hours of work, over the Fall & Winter terms. (Please note that this is only an estimate. A more precise approximation of hours will be provided to successful applicants before they begin.)

Applicants should be 3rd, 4th, or 5th year undergraduates or Masters students.

Best Practices from Competitive Teams
Engineering 4EX3 is an entirely new course offered by the Faculty of Engineering that recognizes student participation in competitive teams with academic credit. This course presents an ideal opportunity to study the educational value of these teams and the best practices for optimizing that value. The course is coordinated by Dr. Elizabeth Hassan (Engineering 1 and Mechanical Engineering). I am establishing a pedagogical research program centred on experiential learning. Initially, my work will focus on what lessons we can learn from the teams’ technology transfer and organizational processes and how these existing best practices could be applied to learning in capstone or project based courses.

I am seeking a partner who could:

- Obtain consent and collect data from students in the class
- Conduct focus groups and semi-structured interviews
- Develop new analysis methods for the collected data

The student partner would be an active participant in developing the dissemination strategy for this work and could be a co-author if they wish. Ideally the student partner would have qualitative methods experience, but this is not a firm requirement.
We anticipate that this project will involve up to 320 hours of work, over the Fall & Winter terms. *(Please note that this is only an estimate. A more precise approximation of hours will be provided to successful applicants before they begin.)*

Undergraduate and graduate students at all levels are welcome to apply.

**Community Engaged Education Toolkit Training and Evaluation**

Since 2015, the Office of Community Engagement has been building community-engaged education capacity with the development of a new foundations course and interdisciplinary minor. To further support this work, the office has developed a MacPherson-supported community engaged education toolkit to guide faculty, staff and students on how to meaningfully and thoughtfully incorporate community engagement in their work. This year, we hope to have 2 student partners to assist us in launching the toolkit as a new resource for the McMaster community. To accomplish this, we hope that students will partner with us to help us:

- Communicate the creation of the Community Engagement Toolkit to McMaster staff, faculty and students
- Plan and deliver multiple workshops throughout the year to faculty, staff and students on the content of the toolkit and how to use it as a resource for their work
- Evaluate the effectiveness of the workshops delivered and make recommendations for adjustments and next steps moving forward

We anticipate that this project will involve up to 320 hours of work, over the Fall & Winter terms. *(Please note that this is only an estimate. A more precise approximation of hours will be provided to successful applicants before they begin.)*

Applicants should be 3rd, 4th, or 5th year undergraduates or grad students of any level.

**Community Engagement: A Cost Effective Strategy for informing Families of MCYU Events**

The McMaster Children and Youth University has a number of programs including on campus lectures and community outreach programs. Informing the Hamilton community of these programs in a dynamic and informative manner with limited resources is always challenging. This project will involve evaluating sustainable strategies of promoting our program through the many types of social media, commercial media and public resources to youth and their families. The project will involve reviewing accessible promotional strategies, understanding strategies of engaging youth 8-14 years of age and their parents (especially in the priority neighborhoods of Hamilton) and preparing a written report (for the Director of the program, Dr. S. Raha) on potentially effective methods of promotion. Students will need to have an interest in youth engagement and knowledge communication. Students with a background in business, social science or humanities having familiarity with social media and popular advertising strategies would be well suited for this project.
We anticipate that this project will involve approximately 160 hours of work, over the Fall & Winter terms. *(Please note that this is only an estimate. A more precise approximation of hours will be provided to successful applicants before they begin.)*

Applicants should be 3rd, 4th, or 5th year undergraduates.

**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 Fall term. *(Please note that this is only an estimate. A more precise approximation of hours will be provided to successful applicants before they begin.)*

Applicants should be 3rd, 4th, or 5th year undergraduates or graduate students of any level.

**Course Design Consultants**
Student Course Design Consultants will be paired with a faculty member during the fall semester to provide feedback for courses that are in development for delivery in a future semester (likely the winter 2018 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 Fall term. *(Please note that this is only an estimate. A more precise approximation of hours will be provided to successful applicants before they begin.)*

Applicants should be 3rd, 4th, or 5th year undergraduates or graduate students of any level.

**Course Refinements & 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 conduct, analyze, interpret, and communicate 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. You will also participate in a MacPherson Institute-led research project investigating the effectiveness of this service by conducting and analyzing interviews with instructors who have previously completed a Course Refinement with our team.

This student partners 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: Rebecca Taylor and Kris Knorr

We anticipate that this project will involve approximately 100 hours of work, over the Fall & Winter terms. (Please note that this is only an estimate. A more precise approximation of hours will be provided to successful applicants before they begin.)

Graduate students of all levels are welcome to apply. Enrolment in or completion of EDU 750 is an asset.

Development and Implementation of Simulation-based Learning in Pain Medicine 
Residency and Fellowship

Background and aim: Patients with chronic pain typically present with complex and interdisciplinary challenges. We aim to develop simulation based training scenarios for residents, fellows, and clinicians working in chronic pain medicine.

Project’s present status: We have developed a detailed protocol and are ready to begin. At the time when the student will be involved, we will have identified candidate scenarios, and selected and developed two draft scenarios that need to be tested, refined, and finalized.

Type of work: The student partner will be present at test runs of scenarios, collect feedback among participants and simulation experts, and help revising the scenarios in close collaboration with all involved parties. Tests will be performed at McMaster’s simulation center and a national workshop.

The project would benefit from student perspectives and includes opportunities to contribute to the intellectual direction of the work. The student will gain hands-on experience in simulator-based learning methodology and be a co-author of resulting publications.

Required skills: Graduate level, interested in qualitative research, medical education, simulation based learning, and evaluation. Good organization and writing skills.

Team: Dr. Anne Scheidecker, Dr. Linda Korz, Dr. Philip Chan, Dr. Harsha Shanthanna.
We anticipate that this project will involve approximately 80 hours of work, over the Fall & Winter terms, and into the summer. (Please note that this is only an estimate. A more precise approximation of hours will be provided to successful applicants before they begin.)

Graduate students of all levels are welcome to apply.

**Development of MOOC on Numeracy**

The central goal of this project is to aid the development of a MOOC on numeracy (and overcoming math anxiety). The faculty member involved in this SPP project would be Dr. Megumi Harada of the Department of Mathematics and Statistics.

The primary purpose of the MOOC is to reach out to both the general public on issues around basic numeracy and overcoming math anxiety. However, the faculty member involved (Dr. Harada of Math & Stats) has limited experience in interacting (in her formal capacity as an instructor) with an audience outside of the Faculty of Science and outside of Math & Stats program undergraduates. The Student Partners would therefore provide absolutely crucial perspectives which would inform the design of the MOOC.

The MOOC is still in initial planning stages. The goal for the Student Partners would be to fundamentally contribute to nearly every aspect of the planning of the MOOC, including: the overall intellectual direction, content, and delivery style(s).

We anticipate that this project will involve approximately 100 hours of work, over the Fall & Winter terms. (Please note that this is only an estimate. A more precise approximation of hours will be provided to successful applicants before they begin.)

Undergraduate and graduate students at all levels are welcome to apply. Students enrolled in programs outside of the Sciences would be preferred.

**Enabling Access for Disabled Graduate Students**

The Enabling Access project will establish networks of disabled graduate students/TAs and faculty/instructors to envision new possibilities for accessibility in teaching and learning. We will work collaboratively to develop, conduct, and analyze results from an environmental scan to identify what disabled graduate students understand to be university-wide barriers/facilitators for enhancing accessible and supportive teaching and learning. This project is just beginning, and the Student Scholar will work with Faculty member Ann Fudge Schormans and PhD Candidate Alise de Bie to get the Student Network off the ground (administration, outreach, facilitating meetings, transcription of focus group material), create a research ethics protocol, develop the environmental scan tool, conduct a literature review, and reflect on their own experiences in school and as a partner on the project.

We are excited to involve an upper year undergraduate Student Scholar who identifies as having lived experience of disability/madness/mental health stuff/addiction, an interest in pursuing graduate studies, and an understanding of accessibility barriers/facilitators in post-secondary education. Connections with interrelated equity-seeking communities and social movements
(LGBTQ2S+, Indigenous, people of colour, faith groups, international students) is considered an asset.

We anticipate that this project will involve approximately 100 hours of work, over the Fall & Winter terms. (*Please note that this is only an estimate. A more precise approximation of hours will be provided to successful applicants before they begin.*)

Applicants should be 3rd, 4th, or 5th year undergraduate students.

**Evaluating Blended Learning in Italian 1Z06**

ITALIAN 1Z06 (Beginner Intensive Italian) will be delivered in blended format in September 2017. There are currently no metrics in place to test the efficacy of: 1.) the blended delivery; 2.) the new course content

One major concern the course developer has is if there is anything to compare pre- and postblended learning format. What wasn’t working for students in the traditional setting? What are student expectations? One experimental design suggestion I received from discussions was to choose one module across another university – try to control for difficulty – use the same test to compare different methods between one institution and the blended format here at McMaster.

The student working on this project should have some experience in Avenue to Learn analytics and has some experience in assessing course design. There is no need for a student partner to have any experience in language learning or Italian. Someone from a different faculty (Sciences, Math, Psych) would be preferred.

We anticipate that this project will involve approximately 160 hours of work, over the Fall & Winter terms. (*Please note that this is only an estimate. A more precise approximation of hours will be provided to successful applicants before they begin.*)

Applicants should be 3rd, 4th, or 5th year undergraduate students or graduate students of any level.

**Evaluating Strategies for Building Transdisciplinary Global Health Research Competencies**

The project is evaluating the effectiveness of using high impact learning strategies (ie student-led seminars, reflective essays, peer evaluation) to build students’ global health research competencies in a MSc-level research methods course within the MSc Global Health. The types of work that will be involved with this project include a literature review, research study design including development of data collection tools (ie survey and focus group), data collection and analysis, and developing papers for peer-reviewed journals and academic conferences. The project is still in the planning stages and therefore has scope for the invaluable contributions of a Student Partner. The project is led by Dr. Deborah DiLiberto with support from faculty and staff of the Global Health program. Masters-level students are sought. Students should have an interest in education research and mixed methods study design. Knowledge of current landscape in higher education research (journals, literature, key organizations, etc.) is desirable.
We anticipate that this project will involve approximately 100 hours of work, over the Fall & Winter terms. (Please note that this is only an estimate. A more precise approximation of hours will be provided to successful applicants before they begin.)

Applicants should be Masters students.

Evaluation of Mentorship Structure in the Life Sciences Program

The Life Sciences program is in the first stages of a curriculum redesign. One major goal of the new curriculum is to encourage mentorship and community participation within the program. A scaffold of mentorship includes: (1) students in level III mentoring students in level II required courses that focus on knowledge translation and research, (2) students in level IV in the role of TAs in the level II courses while guiding the level III mentors, (3) level IV students in research thesis, community engagement projects, and experiential placements mentoring level II students in program learning outcomes.

The goal of this student-partners research-based project is to evaluate how the students value being mentors and mentees within this framework. Focus groups, interviews, and surveys will form the basis for evaluating the effectiveness of this mentoring structure in building community and belonging. A final summary report will contain feedback from students, faculty, and staff.

We anticipate that this project will involve approximately 160 hours of work, over the Fall & Winter terms. (Please note that this is only an estimate. A more precise approximation of hours will be provided to successful applicants before they begin.)

Applicants should be 3rd, 4th, or 5th year undergraduates or grad students of any level.

Exploring Student Perceptions of Student-Faculty Partnership

Recent years have seen the growth of a wide body of literature calling for the development of student-faculty partnerships in teaching and learning (e.g., Healey, Flint, & Harrington, 2016; Cook-Sather, Bovill, & Felten, 2014; Little, 2011). While acknowledging the numerous benefits associated with such work, several scholars have also pointed out that partnership initiatives often exist on the ‘fringes’ of academic culture, with only a small number of students (frequently those who are already highly engaged) participating (Felten et al., 2013; Flint, 2016; Moore-Cherry et al., 2016). To the extent this is true, the radical potential of partnership is sharply undercut. Against this backdrop, the present study seeks to explore the ways in which students at McMaster understand the notion of student-faculty partnership and perceive the ‘student partners program’ (SPP) specifically, aiming to understand how perceptions of partnership differ between students who have taken part in the SPP and those who have not, and what factors influence students’ interest in participating in the program. Students have been working closely with Dr. Beth Marquis to carry out a mixed-methods study (involving a survey and follow up focus groups) that explores these questions, and have been involved in co-authoring a conference presentation and a publication. In this next phase of the project, we would like to expand our data set by surveying (and perhaps interviewing) students at other institutions that do and do not have established partnership programs. Student partners will work with Beth to co-design this phase, collect and analyse the data, and co-author a manuscript for publication.
We anticipate that this project will involve approximately 115 hours of work, over the Fall & Winter terms. *(Please note that this is only an estimate. A more precise approximation of hours will be provided to successful applicants before they begin.)*

Undergraduate or graduate students of any level are welcome to apply.

**Forward with FLEXibility: Resources for Supporting Accessibility in Teaching and Learning**

The goal of this project is to support faculty/instructional staff/TAs in facilitating Accessible Education, and to increase campus awareness of McMaster’s commitment to and resources and support for accessibility in teaching and learning. The FLEX Forward e-book resource for educators on Accessible Education has been developed - and the project team is currently working to disseminate this information.

The Student Partners would work with Anne Pottier from the McMaster Accessibility Council, Alise de Bie (primary supervisor) and Kate Brown from the Equity and Inclusion Office, and responsible staff at the MacPherson Institute to develop and implement a communication plan related to the resource. This would involve tasks such as: Creating and distributing information about the resource, accessibility in teaching and learning, and the Accessibility Hub website via social media and campus communication channels, arranging for faculty members and TAs to record short 2-5 minute clips about accessibility strategies they are implementing in their classrooms, working with disabled students to develop film clips/photos/narratives about accessibility practices they have experienced in the classroom that have been helpful to their learning, and gathering feedback on the use of the FLEX Forward resource.

We are excited to involve upper year undergraduate Student Scholars who identify as having lived experience of disability/madness/mental health stuff/addiction, and an understanding of accessibility barriers/facilitators in post-secondary education. Connections with interrelated equity-seeking communities and social movements (LGBTQ2S+, Indigenous, people of colour, faith groups, international students, first generation students, newcomers to Canada), and a sense of how greater attention to equity and accessibility in the classroom can further support the inclusion and participation of students from these groups, is considered an asset. Skills with creating/editing videos, web design, social media, plain language writing, outreach to students, and focus group facilitation would be helpful.

We anticipate that this project will involve between 60 and 110 hours of work, over the Fall & Winter terms. *(Please note that this is only an estimate. A more precise approximation of hours will be provided to successful applicants before they begin.)*

Applicants should be 3rd, 4th, or 5th year undergraduates or Masters students.

**Health Professional Training: Physician Assistants in Ontario**

The purpose of this project is to establish a research database regarding Physician Assistant student training opportunities in Ontario. The proposed outcomes of this project are to develop a database of elective opportunities for McMaster PA students and to work with McMaster PA faculty to write a review paper regarding health professional training opportunities in Ontario. This
project is still in the planning stages, but is set to begin in mid-September, 2017 and will involve working with various PA program faculty, including the Assistant Dean (Kristen Burrows), Academic Coordinator (Nancy Aza) and Program Manager (Nancy Weller). This project should appeal to undergraduate or masters students with an interest in health professional training/education, health administration or human health resource planning. Interested students should be experienced in conducting literature reviews, using electronic reference management software (ProCite, RefWorks, etc.), and creating excel spreadsheets/databases.

We anticipate that this project will involve approximately 100 hours of work, over the Fall & Winter terms. *(Please note that this is only an estimate. A more precise approximation of hours will be provided to successful applicants before they begin.)*

Applicants should be 3rd, 4th, or 5th year undergraduates or Masters students.

**IMPACT Project**

The IMPACT Project is a co-designed educational initiative of Drs. Fleisig, Kajiura and Vrkljan. Since 2013, students from Engineering, Science and Health Sciences have designed innovative assistive devices for community clients. In past years, this work has been featured in the Globe and Mail and the CBC. The goal of our research work is to identify the specific benefits of this novel form of project-based learning for each of the participant groups, based on several years of data.

The proposed SPP project will aid in dissemination of the existing data and collect new data on the current cohort. We are seeking partners who could:

- Analyze and visualize existing survey and focus group data
- Develop new analysis methods for existing focus group data
- Build a website to disseminate and organize the data
- Collect new interview, focus group and survey data
- Update our current literature review

Student partners would be active participants in developing the dissemination strategy for this work and could be co-authors if they wish.

We anticipate that this project will involve approximately 160 hours of work, over the Fall & Winter terms. *(Please note that this is only an estimate. A more precise approximation of hours will be provided to successful applicants before they begin.)*

Undergraduate or graduate students of any level are welcome to apply.

**Integrating Digital Resources into HIST 2CS3: History of Slavery in the Caribbean and the Americas**

History of Slavery in the Caribbean and the Americas (HIST 2CS3) is a new online course currently in development for the MacNOW online history degree program. It examines key themes in the history of slavery, including slave resistance, labour regimes, and abolitionism. The course design
emphasizes an activity-based approach, encouraging students to work directly with historical materials by leveraging the digital resources available online around the Atlantic slave trade.

As a student partner, you will assist in the creation of innovative and meaningful course activities in collaboration with the instructor and the MIETL team. You will find, evaluate, curate and integrate digital resources into design of the course. You will identify relevant images for the short video lectures that convey course content, creating video resources to support students and compiling bibliographical information on course content and images.

The project is an ideal opportunity for students interested in history, digital humanities and/or critical race studies (especially in the context of the trans-Atlantic slave trade). Experience with online learning, formal or otherwise, will also be an asset.

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

Applicants should be 3rd, 4th, or 5th year undergraduate students.

**International and Undergraduate Teaching Assistant Resource Development**

The MacPherson Institute is launching two new initiatives to conceptualize, design, and deliver programming for international teaching assistants and undergraduate teaching assistants. We (Dr. Elliot Storm and Dr. David Chan) are seeking one student partner for each project. Because both of these projects are still in the planning stages, we expect much of the initial work to be exploratory: conducting literature reviews and environmental scans of what type of relevant programming other Canadian institutions have, consulting with university stakeholders, and administering surveys and conducting focus groups with undergraduate and graduate students. Our ultimate goal is to begin to develop resources, such as workshops or guides, which can be launched in the 2018-2019 academic year.

Given the nature of these projects we are especially interested in working with student partners who are or were international or undergraduate teaching assistants.

We anticipate that this project will involve approximately 160 hours of work, over the Fall & Winter terms. (*Please note that this is only an estimate. A more precise approximation of hours will be provided to successful applicants before they begin.*)

Applicants should be 3rd, 4th, or 5th year undergraduate students or graduate students of any level.

**Investigating Digital Humanities Pedagogy**

The Investigating Digital Humanities Pedagogy Project team has collected both survey and interview data, has coded and analyzed the data, and written the results up in a multimedia essay that includes short videos featuring significant points from the interview data. The project has sought to understand the perceptions, uses, benefits, and challenges of using digital humanities in teaching and learning at McMaster. In the final phase of the project, the team wishes to create an
online forum for the essay to be housed so that McMaster faculty may have the opportunity to engage with and learn from the team's findings. As such, students interested in working on this project should have a background working in multimedia and/or experience with digital publications. The new student partner will be helping the team design the layout of the online forum, developing the forum, and publishing the necessary materials on the forum over the course of the winter academic term.

We anticipate that this project will involve approximately 30 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.)

Applicants should be 3rd, 4th, or 5th year undergraduate students.

MacChangers

MacChangers is a student research program which aims to provide a meaningful learning experience and transferable professional skills to multidisciplinary teams of undergraduate students. Students will have the opportunity to develop collaboration, team building and effective communication skills working with students from other Faculties and academic disciplines. We are also looking to stimulate creative and analytical thinking, and ethical values. To do so our students will receive training in different approaches to problem solving, design thinking, project management, inquiry-based learning and ethic practices in research involving human participants. Finally but not less important, students will have the opportunity to network and build valuable connections by talking with subject matter experts (within the McMaster and Hamilton communities) and showcasing their projects to community and campus stakeholders.

The program is run over the academic year (from September to April). 2017 - 2018 will be our third year. Students will form teams of 4-6 students from all Faculties. Based on previous years, we expected to work with 5-8 project teams.

During the school year, each team will develop a small research project that addresses the National Academy of Engineering’s Grand Challenge to restore and improve urban infrastructure with a focus upon improving sustainable transportation systems. Only after researching about the current problems and trends in Hamilton transportation systems, the MacChangers’ teams will propose local solutions that can have a positive impact in our city.

Student partners will be crucial in supporting the program’s focus this year on undergraduate research since we anticipate having course-based ethics clearance. Our student partners will assist us with planning and running training sessions, scheduling interviews and focus groups, providing support and coaching to the teams and planning our two panel discussions.

Project staff: Beth Levinson (MacPherson), Ana Naranjo (Faculty of Engineering)

We anticipate that this project will involve up to 240 hours of work, over the Fall & Winter terms. (Please note that this is only an estimate. A more precise approximation of hours will be provided to successful applicants before they begin.)

Applicants should be 3rd, 4th, or 5th year undergraduates or Masters students.
McMaster Child and Youth (MCYU) in the City Facilitator Training Study
MCYU in the City is an extracurricular community outreach initiative in its fourth year that engages youth in education in Hamilton's priority neighbourhoods. MCYU in the City student facilitators work in interdisciplinary teams to develop inquiry based workshops on topics of relevance to the community. Facilitators present their workshops to students in grades 3-10 in schools, libraries and afterschool programs. Our (Beth Levinson and Dr. Elliot Storm from MacPherson Institute) goal for the upcoming school year is to evaluate the impact of the facilitator-training program offered through MacPherson Institute. We are looking for two Student Partners to start this Fall to help in: 1) administering facilitator surveys, 2) extracting and analyzing survey data, 3) coding qualitative data, and 4) writing a report regarding the research findings. Research experience, organization, and project management skills will be an asset.

We anticipate that this project will involve approximately 160 hours of work, over the Fall & Winter terms. (Please note that this is only an estimate. A more precise approximation of hours will be provided to successful applicants before they begin.)

Applicants should be 3rd, 4th, or 5th year undergraduates or graduate students of any level.

MCYU Book Series: Ideation and Creation
The McMaster Children and Youth University (MCYU) is the first Children’s University in Canada with programming for interactive, family-based discovery. Our guiding philosophy is Question – Discover – CreateTM; Question the world around you, Discover your potential, and Create effective solutions. One new off-shoot of the MCYU is to create interactive and inquiry-driven books for kids aged 8 to 14 based upon the topics of the MCYU lecture series. Students have been full partners in the creation these books for the past year. In 2017/18 we would like to invite student partners to participate in an ideation stage of identifying topics of interest and creating novel storyboards for new books, and in the creation stage of identifying community and university partners to participate in interviews and activities that would be inserted into the books. In addition, student partners will have the opportunity to lead focus groups with families to assess interest and engagement of the readers of the books during the MCYU lecture series. You will be working with faculty partners, Dr. Sandy Raha (Health Sciences) and Dr. Kim Dej (School of Interdisciplinary Science). An interest in science communication and in particular, communication to children, would be an asset.

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

Undergraduate or graduate students of any level are welcome to apply.

Nursing Graduate Program Curriculum Review and Renewal
The overall goal of our project is to provide recommendations for revitalizing the curricula for the Master’s and PhD streams of the Nursing Graduate Program to ensure provision of a curriculum that prepares nurses at an advanced level to meet the dynamic and complex health and health
service needs of people, families, communities, organizations and the broader healthcare system, now and into the future. We have formed a committee of faculty and student representatives and are reviewing our current curriculum and examining best practices for graduate nursing education. Our next step is to engage additional students, faculty and stakeholders to determine program quality and outcomes, and identify future directions. Throughout, we intend to promote faculty engagement and development. We are looking for a graduate level student to work with faculty to assist with collecting and analyzing curriculum review data from stakeholder interviews and surveys, and planning and organizing stakeholder events for the next redesign and revision phase of the project.

We anticipate that this project will involve approximately 160 hours of work, over the Fall & Winter terms. (Please note that this is only an estimate. A more precise approximation of hours will be provided to successful applicants before they begin.)

Applicants should be graduate students (of any level).

One Week, Many Ripples: Measuring the Impacts of the McMaster Fall Break on Stress in Undergraduate Students

Canadian post-secondary institutions are increasingly introducing a fall break into their term calendars, in response to both empirical research as well as popular media reports indicating a sharp increase in the stress levels of undergraduate students. In 2015, a full-week fall break was introduced at McMaster University in order to improve academic performance and mental health and well-being among students. Surprisingly, however, there is no published research investigating whether implementation of a fall break meets the intended goals. Preliminary research on students’ perspectives on the first year of the fall break was conducted in Fall 2015, and again in Fall 2016. The next phase of this study will begin in September 2017, and we invite students to partner with the research team on this ongoing project exploring the impact of the fall break on student stress and academic performance. The student partner will work closely with Dr. Heather Poole, Dr. Michael Agnew, and Dr. Ayesha Khan on the project, and responsibilities will include designing and administering online surveys; coding and analyzing survey data; recruiting study participants; and literature review. As part of this research partnership, the student will also have the opportunity to disseminate their research findings through academic conference presentations, as well as co-authored research papers.

We anticipate that this project will involve approximately 160 hours of work, over the Fall & Winter terms. (Please note that this is only an estimate. A more precise approximation of hours will be provided to successful applicants before they begin.)

Applicants should be 3rd, 4th, or 5th year undergraduates or graduate students of any level.

Pedagogical Benefits of Engineering Design Software to Improve Students' Understanding of Theory and Promote Development of Soft Skills

This project aims to investigate the implementation of engineering design software as a vehicle to investigate undergraduate motivation, assess the depth of student learning, and student
experiences of group work. Building on a pilot project started in Fall 2016 concerning first- and second-year students’ group work experiences, we seek to investigate student learning preferences over multiple years and courses. Our research outcomes will also shed light on best practices when teaching transferrable skills, such as group work, interpersonal communication, and familiarity with engineering design software. The proposed project brings together the interdisciplinary perspectives – Dr. Rajabzadeh’s bioprocess engineering and Dr. Long’s social science and communications background. This proposal is a part of a project funded by MacPherson Institute (Leadership in Teaching and Learning Fellowship, 2017-2019). Student Partnership Program will enable the principal investigators of this project to hire research assistants to help in data collection, online survey management, and data analysis.

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

Applicants should be 3rd, 4th, or 5th year undergraduates or graduate students of any level.

**SCIENCE 1A03/2A03/3M03 Student Experience Enhancement**

SCIENCE 1A03 is an introductory course to help Faculty of Science students settle into their role as scientists. Two allied courses, 2A03 (focusing on mentorship) and 3M03 (instructional design), provide both support for 1A03 and further experiences for students after they have completed 1A03. All three courses are experiential, and all require students to be fully "involved" in their own education. This project needs a student partner to observe, discuss, and develop: observe the way the courses fit together (while 1A03 and 2A03 are running), discuss with students and the instructional team how the course is working, and help develop small changes, tweaks, and polishes to improve the student experience.

SCIENCE 1A03 and allied courses have been running for three years. Enrollment is increasing and planned to keep rising. An evaluation study (with ethics approval) has run once, but focuses only on 1A03 - this partnership role would take a wider viewpoint. The instructor for SCIENCE 1A03 is Dr Sarah Symons, who will be the faculty partner for this project. We will meet weekly throughout Fall Term and you will also be invited to (a selection of) classes. The project would suit someone who is interested in making a difference by refining existing educational activities and is used to thinking about intricate systems and ways of learning.

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

Applicants should be 3rd, 4th, or 5th year undergraduates.

**Science for the Global Citizen Course Design**

The School of Interdisciplinary Science (SIS) is preparing a new course open to students in all faculties across campus. In this course we will examine together the linkage between science and society. How can science address the key challenges in our society, and in turn, does society
impact how science is done? We want to establish a common ground of understanding across disciplines about how science is conducted, how knowledge changes, and how we can be better consumers of scientific information. Student partners are invited to be part of a discussion around topics and sources of information for the course content. In addition, we are piloting a novel forum for online discussions that the student partners will assess from their own experiences. When the course runs in Winter 2018, student partners will assess the effectiveness of the online discussion tool on learning and engagement of the students in the class. Partners will be working with a team of instructors and staff from SIS. We encourage students from all Faculties to apply.

We anticipate that this project will involve approximately 100 hours of work, over the Fall & Winter terms. *(Please note that this is only an estimate. A more precise approximation of hours will be provided to successful applicants before they begin.)*

Applicants should be undergraduate students (of any level).

**Student Curriculum Consultant (Philosophy)**
The Philosophy B.A. program is scheduled to undergo a program review during the Spring 2018 and would like to form a partnership in the Fall term with one graduate student in co-creating the program's self study. As a student curriculum consultant, the student will work with faculty to ensure student perspectives are included in the self-study document.

The goal of this collective self-reflexion is to create a self study document that reflects student experience. It will also give the student partner a valuable professional experience, relevant to all students interested in teaching and learning, Higher Education and administrative positions in academia or government.

Amy Gullage (MacPherson) and Stefan Sciaraffa (Philosophy) are looking for one graduate student who has familiarity with McMaster's Philosophy B.A. program, either as a former student or as a Teaching Assistant. Required skills include: leadership, team-work, good social skills, interest in the community involvement, good time management skills, pedagogical interests, analysis skills.

We anticipate that this project will involve approximately 100 hours of work, over the Fall term. *(Please note that this is only an estimate. A more precise approximation of hours will be provided to successful applicants before they begin.)*

Applicants should be graduate students (of any level).

**Student Curriculum Consultants (French) — Part II**
The French Department would like to form a partnership with graduate students to act as curriculum consultants. In Spring 2017, the French M.A. underwent a cyclical program review and it will soon enter the next phase of the process: discussing and implementing curricular improvements and enhancements. The student partners, together with the French Department faculty and leadership team, will be involved in analyzing documents issued from the IQAP review process and in implementing innovations to enhance graduate students’ learning experience and
to develop the branding of McMaster Graduate Program in French. The student partners will also act as liaison with other students in the French graduate program in order to bring their perspectives, voices and ideas to the discussion. In addition, students will be encouraged to participate in workshops on research methodologies, reflect on their roles as curriculum consultants and to identify ways of meaningful contributions to the project.

Including students in the IQAP implementation phase will allow them to influence the decisions concerning the nature of the enhancements introduced and the best ways of implementing them. The goal of this collective reflexion and action is to create an intellectual community and a shared sense of responsibility in the process of ongoing improvements of the program. It will also give student partners a valuable professional experience, relevant to all those interested in teaching and learning, Higher Education and administrative positions in academia or government.

Elzbieta Grodek (French), Lori Goff and Amy Gullage (MacPherson Institute) are looking for graduate students who have familiarity with McMaster’s French M.A. program or who are currently registered in it. Required skills include: leadership, team-work, good social skills, interest in community involvement, good time management skills, pedagogical interests, analysis skills, critical thinking, creativity, reading, speaking and writing in French. Interest in modern technology and multimedia will be an asset.

We anticipate that this project will involve up to 300 hours of work, over the Fall & Winter terms. (Please note that this is only an estimate. A more precise approximation of hours will be provided to successful applicants before they begin.)

Applicants should be graduate students (of any level).

**Student Perceptions of Teaching (SPoT)**

The SPoT project began in Winter 2015 to confirm whether university teachers can self-assess their teaching practices accurately or not in relation to a well established theory of learning. The premise of the study is that teachers are not good at predicting whether they are teaching for understanding (deep approach to learning/conceptual change) or helping students pass the exam (surface approach to learning/information transfer). Given disappointing results of a pilot study in Winter 2016, the research team (that includes a senior administrator, two emeritus professors, two career educational developers, and two student partners) has changed instruments to Biggs Study Process Questionnaire (R-SPQ-2F) and conducted a deep review of the SPQ literature. We are now gearing up to conduct a generalizability study on the R-SPQ-2F instrument in Fall/Winter 2017, as well as pave the logistical and analytical path for testing the theory/constructs associated with the SPQ in a more sophisticated way than has been previously done.

We anticipate that this project will involve approximately 100 hours of work, over the Fall & Winter terms. (Please note that this is only an estimate. A more precise approximation of hours will be provided to successful applicants before they begin.)

Applicants should be PhD students.
**Student Stats Stars (SSS) - Empowering Peers for Success in Statistics**

Students who have completed an undergraduate statistics course and are excited to share their statistical knowledge with peers are encouraged to join our team!

Through the Student Partners (SPs) Program, SPs will develop and implement a peer mentorship model to facilitate teaching and learning of statistical concepts in the course HTH SCI 2S03 – Introduction to Statistics for Nursing. In the Fall term, SPs will review weekly topics covered in this course and develop examples/analogies that highlight statistical concepts covered. In the Winter term, SPs will disseminate these examples/analogies to peers each week and will provide peer tutoring around difficult statistical concepts.

With support from Drs. Kathy Fisher (Course Lead) and Ruth Chen (Assistant Dean, Academic Resources Nursing), SPs will lead this initiative to develop and implement their peer mentorship model, to share their SP Program work at local/national education conferences, and to publish their work in the Student Partners Journal.

We anticipate that this project will involve approximately 100 hours of work, over the Fall & Winter terms. *(Please note that this is only an estimate. A more precise approximation of hours will be provided to successful applicants before they begin.)*

Applicants should be 3rd, 4th, or 5th year undergraduate students.

**Student Track Record for/of Innovative, Valuable Experiences (STRIVE)**

The School of Interdisciplinary Science (SIS) is developing an initiative called STRIVE (Student Track Record for/of Innovative, Valuable Experiences) that introduces, encourages, facilitates, and recognizes “stretch” learning opportunities that are co-curricular (i.e., experiences outside of the classroom) to students in SIS. An important piece of this is to build a framework for the sharing of experiences between peer-mentors, with faculty, and with potential employers and professional schools. This structure takes the form of a co-curricular transcript linked to meaningful experiences and associated reflections documented in McMaster's Learning Portfolio (LP).

At this stage, we are seeking students willing to be models and mentors in the pilot phase of STRIVE. Our student-partners will: (1) create a mock co-curricular transcript, (2) share the transcript with level II students in tutorials and collect feedback on student receptivity, and (3) share the transcript with faculty and staff and receive feedback on their perceived value of the transcript. A final summary report will contain feedback from students, faculty, and staff.

We anticipate that this project will involve approximately 160 hours of work, over the Fall & Winter terms. *(Please note that this is only an estimate. A more precise approximation of hours will be provided to successful applicants before they begin.)*

Applicants should be 3rd, 4th, or 5th year undergraduates or grad students of any level.
Students as Partners in Addressing Controversial Speech: Pedagogical Strategies for an Open and Inclusive University

North American universities experienced a crisis in 2017, with disruptive and sometimes violent protests linked to broader debates about free speech and controversial socio-political issues. In Canada, the academy faced its own divisive moments with the Peterson controversy at McMaster, a media firestorm on cultural appropriation, and broader tensions between free speech and human rights, concerns of student safety, and core academic values of intellectual exchange. We propose a study to better understand these issues from a student perspective, and to formulate appropriate pedagogical interventions to address them. We will develop a set of research instruments to identify the range and complexity of student perspectives, and will use this information to create in-class and external tools on inclusive practices in dealing with controversial and/or offensive speech. This study links to wider efforts to educate students and help faculty facilitate reflective discussion on polarizing issues. Led by an interdisciplinary team of teaching- and research-stream faculty, we are looking for student partners with prior experience in teaching and learning research/practice, as well as familiarity with contested speech issues.

We anticipate that this project will involve up to 260 hours of work, over the Fall & Winter terms. *(Please note that this is only an estimate. A more precise approximation of hours will be provided to successful applicants before they begin.)*

Undergraduate and graduate students of all levels are welcome to apply.

Students as Partners in Curriculum Review

Undergraduate program reviews (self-studies) are an important part of reflection and revision by staff and faculty at the university. The Life Sciences program recently completed a self-study and student partners were an essential part of the study team. We are now at the stage where we have completed a response to a review of the self-study and we would like to invite students to be part of the response phase of the program review process. Where are the gaps in the original review process? How can this information be acquired? What were the recommendations of the reviewers? How might these recommendations be addressed? These are all valuable questions that must be addressed. We feel that the students need to be part of this process and that students should be full partners in the future development of their programs. While the partnership may be most meaningful to students in the Life Sciences program, we do invite others to apply and bring a new lens to the process.

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

Applicants should be undergraduate students (of any level).

Additional Opportunity: Student Partners Initiatives Research, Support & Development

In Summer 2017, we are also looking for students to take up flexible positions that will support and contribute to the MacPherson Institute’s work on student-faculty partnerships in a range of ways.
First and foremost, the student(s) taking up these positions will work with members of the Research team at MacPherson to develop materials and projects that will enhance the student partners program, and other partnership-relevant work carried out at McMaster. This might entail the development of additional resources and activities (e.g., further training opportunities for students, more chances for students to connect across projects, greater publicity of students' work with MacPherson, etc.), or contributing to the design and development of new partnership initiatives that complement the current student partners program. It might also involve helping to expand and develop our growing program of research on student-staff partnerships, including further research on the efficacy of the student partners program itself.

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

Undergraduate and graduate students of all levels are welcome to apply.

You will not need to write an interest statement for this final opportunity, but will be asked to indicate whether you’d like to be considered for this position should we not be able to offer you a spot on one of the other projects for which you’ve applied.