MacPherson Student Partners Posting – Winter 2018

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 Winter 2018. 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 January 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/SPPWinter18

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 27 November 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.
**Project Descriptions: Winter 2018**

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**Advancing Disability-Inclusion on Campus through Accessible Education Awards & Disability Studies Curriculum**

The goal of this project is to support the Accessibility/Disability/Ableism/Sanism Working Group of the President’s Advisory Committee for Building an Inclusive Community (PACBIC) (https://pacbic.mcmaster.ca/working-groups) with moving several disability-related teaching and learning initiatives (in the initial planning stages) forward. These include: (1) developing a series of Accessible Education awards for both faculty and teaching assistants; and (2) designing and enacting a plan for increasing Disability Studies curriculum at McMaster. The Student Partner would work with Anne Pottier & Alise de Bie, the Convenors of PACBIC’s Accessibility Working Group, and other members of the Working Group.

The work would involve tasks such as: Conducting an environmental scan of other disability studies curriculum/programs across Canada and other accessibility/equity-related awards programs at postsecondary institutions, mapping available courses and awards at McMaster, contributing to the design of a syllabus for a proposed Introduction to Critical Disability Studies course, compiling a list of intended learning outcomes for a Disability Studies minor, developing a proposal for what is needed on campus, seeking student feedback on curriculum and plans, hosting and co-facilitating advisory meetings, arranging and attending meetings with campus partners, etc.

We are excited to involve either an undergraduate or graduate student who identifies as having lived experience of disability/madness/mental health stuff/addiction. Connections with interrelated equity-seeking communities and social movements (LGBTQ2S+, Indigenous, racialized, faith-based) is considered an asset, as is experience taking any disability/mental health-related courses on campus.
We anticipate that this project will involve approximately 60 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.)*

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

**Assessment and Implementation of "Online Assignments"**

This project has been established with the mission of creating flexible and customized assignments for the course "Applied Statistics for Business". The outcome we have in mind would include (a) the creation of assignment questions that can be customized and randomized for online assignments, and (b) using the capabilities of the Avenue to Learn platform, we would like to be able to implement these questions into real online assignments that are customizable and randomized. We believe fully randomizable and customizable online assignments could play a significant role in students’ learning and development, especially in more quantitative courses like statistics.

The work on the project has already started with the help of a teaching assistant from the Business Department. However, questions are not customized at this point. Our hope is, through this program, we can use different options provided by Avenue to Learn to implement assignment questions that are customizable and completely randomized.

The skill we are looking for in participants is having some understanding of Statistics methods. We prefer students who have already taken a statistics course at McMaster (e.g., 2QA3, etc.).

The student partner should expect to be engaged in a project that involves the following:

- Meeting with the supervisor and representatives from MacPherson to discover ways and methods to make assignment questions customizable and randomized on Avenue to Learn
- Discover any opportunities Avenue to Learn has to offer to leverage the full capabilities of this platform
- Create assignment questions from different topics of a basic statistic course
- Implement assignment questions in Avenue to Learn

The project lead will be Behrouz Bakhtiari, PhD, Operations Management, DeGroote School of Business

We anticipate that this project will involve approximately 100 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.)*

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

**Course Design and Delivery Consultants**

*Design Consultants: Student Course Design Consultants* will be paired with a faculty member during the 2018 winter semester. The student partner is expected to meet with their faculty partner 1-2 hours per week to provide feedback and assistance in course design and
development. Student partners will also have 1-hour weekly meetings with the program coordinators (Rebecca Taylor from the MacPherson Institute and Gabrielle Foran, a senior Student Partner) to discuss relevant pedagogical theory, good practices in course design, and the provision of meaningful feedback.

Delivery Consultants: Student Course Delivery Consultants will be paired with a faculty member during the 2018 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 students’ responses 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 (1-hr) with the program coordinators, (Rebecca Taylor from the MacPherson Institute and Gabrielle Foran, a senior Student Partner), will take place to discuss the delivery of meaningful feedback, relevant pedagogical topics, and effective mentorship.

We anticipate that this project will involve approximately 50 hours of work (~3 hours/week), 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 undergraduates or graduate students of any level.

Below are the faculty partners who are seeking student partners to assist them in course design or delivery.

Course: Nuclear for Everyone (Nuclear Operations and Facilities)
  o Faculty Partner: Andrea Armstrong
  o Course Description: This partnership will develop a new course targeted to Humanities, Social Sciences or Commerce students to introduce McMaster University’s Nuclear Research Facilities, including the McMaster Nuclear Reactor, the High Level Laboratory Facility, and the McMaster Accelerator Laboratory. Participants will be introduced to a wide range of nuclear science topics through a blend of practical sessions and classroom learning. Classroom sessions will include an introduction to radioactivity, the health effects of ionizing radiation and safe work practices, generation of radioactive materials, medical applications of radioisotopes, and neutron-based analysis techniques. Participants will get hands-on experience in detecting and characterizing radioactive materials, the production of radioisotopes and radiopharmaceuticals, neutron radiography, and more. In addition to the scientific aspect, the course will explore the history of the science, as well as social controversies surrounding nuclear science and technology.
  o Design or delivery partnership: Design
  o Undergrad or grad preferred: Undergrad
  o Qualifications or credentials: Seeking Humanities or Social Sciences student to get their input on what topics are likely to garner the most interest, how the material could be presented in such a way as to pique the interest of their peers, and the appropriateness of the proposed course content.
Course: Educational Technologies in Higher Education (HSEDUC 705)
- Faculty Partner: Ilana Bayer
- Course Description: In this course students will explore pedagogical approaches and considerations for using educational technologies in higher education learning environments. Students will also explore course design and development as well as select topics relating to the use of educational technologies for teaching and learning (e.g. evaluating learners, facilitation). Students will learn to critically appraise the use of technology in an educational context. Students will also have hands-on experience with technologies used in higher education. This course is designed for graduate students from a wide range of health science disciplines and is offered as an online course.
- Design or delivery partnership: Design
- Undergrad or grad preferred: Undergrad
- Qualifications or credentials: An individual who is interested in educational technologies as it relates to teaching and learning, and who is keen to bring new insights to design of the course.

Course: Applications of Spectroscopy: Structural Elucidation (CHEMBIO 3OB3)
- Faculty Partner: Paul Harrison
- Course Description: Applications of spectroscopy detailing the use of NMR, MS, IR, and UV in determining structures of small molecules and biomolecules with a particular focus on natural products.
- Design or delivery partnership: Delivery (must be available Tu, or Th, or Fr, 8:30-9:20am)
- Undergrad or grad preferred: Undergrad
- Qualifications or credentials: 4th or 5th year Chem and Chem Bio students. Prior completion of ChemBio 3OB3 or in an organic sub-discipline would be an asset.

Course: Introduction to Music Therapy (MU 2MT3)
- Faculty Partner: Rachael Finnerty
- Course Description: This course offers an introduction to the literature and practice of music therapy with an emphasis on the diversity of music therapy applications such as bio-medical, psychoanalytical, behavioural and rehabilitation.
- Design or delivery partnership: Both design and delivery (ideally available Tu 7:00-10:00pm)
- Undergrad or grad preferred: Undergrad
- Qualifications or credentials: None in particular, but an interest or coursework in music would be an asset.

Does a Deep Approach to Learning Lead to Better Outcomes?
The Study Process Questionnaire (SPQ) is a tool used to distinguish between students who focus on abstracting underlying principles from those who focus on surface-level memorizing. Although it has a long history of predicting academic achievement, measures of “achievement” adopted in the literature arguably do not capture the deep learning that authors intend to measure. To that end,
this project tests the validity of the SPQ in a laboratory setting using materials that tap into transfer of learning -- i.e., the application of complex knowledge to new contexts. The project is ready for data collection. Any student interested in educational research or the psychology of learning is encouraged to apply. Specifically, we seek a partner to (a) help run participants through the study, (b) refine materials or develop new materials if necessary, (c) learn basic statistics involved in the analysis, and (d) help interpret the data with respect to the validity of the SPQ. The team consists of Dr. Arshad Ahmad (MacPherson, McMaster), Dr. Geoff Norman and Andrew LoGiudice (Psychology, McMaster), Dr. Rob Cassidy (CTL, Concordia) and Dr. Janette Barrington (Educational Consultant).

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.)

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

Eng Phys 2E04 Constructive Alignment Overhaul
Eng Phys 2E04 is a course that aims to teach three basic things about analog & digital circuits 1) how to solve them analytically, 2) how to simulate them using software, and 3) how to physically build them and measure their properties directly. However, historically the course has suffered from a lack of constructive alignment due to the difficulty of testing ILOs # 2 & 3 outside of small assignments and lab write-ups. The project will be to assist in revamping 2E04 to include tests of all three ILOs in place of labs and assignments using a "Trivector Test" system for labs involving online flipped-classroom instruction and group testing, and measure the success of the project in student retention of material compared to traditional instruction methods.

We anticipate that this project will involve approximately 150 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 undergraduates or graduate students of any level.

Exploring Patterns of Connections and Conversations through Social Network Analysis
The Leadership in Teaching and Learning (LTL) Fellowship Program began in 2015 in response to McMaster University administrations’ desire for continued improvement in teaching and learning. The program model was designed to support three interactive levels -- individual, cohort, and community level, with the overall aim of developing relationships and building capacity across the university. To achieve these goals, specific strategies, additional resource supports and opportunities for regular conversations were implemented to create more concrete social networking and cross-fertilization of ideas (Williams et al., 2013). Alongside these program activities, we gathered annual report data and conducted preliminary research to explore Fellows’ connections and conversations about improving teaching and learning. The present project will study these preliminary findings through the framework of social network analysis in order to track the patterns of collaborative conversations and connections about teaching and learning. The student partner will work closely with Dr. Nancy Fenton and other MacPherson colleagues to
search tools and techniques suitable for this exploration of conversations and connections in teaching and learning.

We anticipate that this project will involve approximately 150 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 Masters students.

**Exploring Prior Academic Success as an Indicator of Peer Mentoring Ability**

Increasingly, McMaster University is developing and offering credit courses that allow upper level students to act as peer mentors to students in associated lower-level courses. In admitting students into these courses, a variety of approaches have been employed in the selection process, including minimum GPA. It is unclear, however, both from experience teaching these courses and from the scholarly literature whether incoming grades of mentors has any predictive indication of the mentor’s success in their role. Faculty, staff and students from across the university (E. Leonard, K. Dej, K., Knorr, L. Goff & A. Thomas) are beginning a research study in January 2018 to investigate mentors’ own perceptions of the importance of incoming grades on their ability to act as a peer mentor. We are seeking a student partner to assist with data collection (interviews), analysis, and preparation of a journal manuscript. Qualitative research experience and strong writing skills would be an asset.

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.)

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

**Film, Pedagogy, & Social Change**

This project builds on a recent program of research that explores how film and other popular media perform significant teaching and learning work both inside and outside the classroom (e.g., Marquis, 2017; Johnstone, Marquis & Puri, 2018). Understanding films as a powerful form of ‘public pedagogy’ (Giroux, 2008), it aims to investigate further the ways in which such texts might shape understanding of and responses to issues of social injustice in particular, and thus to examine critically how such texts might be used in efforts for social change—including social justice education. As the specific focus and directions of the project are still being determined, the focus for this term will be largely on reviewing relevant literature and establishing a project design, with the hope of beginning the study itself in Summer 2018. That said, there may also be opportunities over the term to begin preliminary, pilot investigations and/or conduct filmic analyses that will inform the later work. Student partners will work closely with Beth Marquis (Arts & Science / MacPherson Institute) on all pieces of the project. Experience and/or interest in film and media studies and social justice education would be an asset.
We anticipate that this project will involve approximately 60 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.)*

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

**Hands-On Learning in an Online Environment**

The Sociology Department recently decided to develop online courses for sociology majors. The first course on offer will be SOCIO 1203, Introduction to Sociology. I am applying for a student partner to work with me on course development. Specifically, I want to work closely with a student to develop learning exercises, appropriate for an online environment, that help students to learn key concepts from the course on a weekly basis. In developing these exercises, a student partner can bring creativity, subject matter expertise, and a student perspective to the project. We will meet in person each week, identify key concepts, brainstorm options, and consider available resources. Then, the student will work independently to develop one exercise per week. The outcome of the project will be 10-12 short hands-on exercises. The student will gain valuable experience in course development. A course outline of topics has already been developed, and the Winter term will structure our work, with one exercise completed each week, January-April. The student must be a graduate or advanced undergraduate student, and must have a strong knowledge of sociology concepts. Experience leading sociology tutorials would be a plus.

We anticipate that this project will involve approximately 120 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 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 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.)*

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

**Re-conceptualizing Student Evaluation of Teaching**

Student evaluation of teaching (SET) has a long and troubled history. SET questionnaires are typically used by students interested in knowing who the good professors are for course selection; by faculty interested in relevant feedback for improvement; and by institutions interested in maintaining the quality of instruction. Attempting to meet all three stakeholder needs has proved problematic. Recent studies also suggest SET results suffer from systematic bias and lack of statistical reliability. One goal of this project is to map out this history. We seek an advanced level student partner to help in (a) systematically reviewing studies on SET, (b) researching and writing-up case studies of how SETs are used, (c) developing a framework for an alternative evaluation of teaching system, and (d) co-authoring an article for publication. The team consists of Dr. Arshad Ahmad (MacPherson, McMaster), Dr. Torgny Roxá (ADU, Lund University), Dr. Rob Cassidy (CTL, Concordia) and Dr. Janette Barrington (Educational Consultant).

We anticipate that this project will involve approximately 150 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 PhD students.

**SIS Student Newsletter**

The School of Interdisciplinary Science (SIS) is creating a SIS Student Newsletter to communicate current activities and information to our student body. Student-partners will act as liaisons between students and the department of SIS and will be central to the creation of materials relevant to the students. We would like our first newsletter to be released April 2018 with future issues being promoted on a quarterly basis. Dr. Kimberly Dej will assist with the overall function of the newsletter, while Rebecca Misiak, Academic Program Advisor and Nancy Morris, Administrative Assistant will work one-on-one with students, collating, editing and sending out final materials. While the newsletter is in the early stages of planning, we foresee this newsletter developing into not just outreach to current students, but also mobilizing our alumni to develop mentorship relationships with current students. Student-partners will connect with their peers via social media/email to collate newsworthy items, structure a written and/or graphic component for the newsletter, and collaborate with SIS administrative staff to prepare the final newsletter. Attention to detail and deadlines and written and oral communication skills are necessary assets; digital marketing, photography, graphic design and social media communications are desirable additional skills.

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

Student Curriculum Consultant (2018 IQAP)
Several undergraduate and graduate programs are scheduled to undergo a program review over the next year and would like to form a partnership this term with one 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 Lori Goff are looking for students who has familiarity with at least one program scheduled to be reviewed (https://mi.mcmaster.ca/site/wp-content/uploads/2017/11/IQAP-Schedule-Updated-Nov-2017.pdf), either as a former student of the program 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.

Required application information: Student applicants must specify what program they would like to be partnered. Please refer to schedule link above to see what programs are being reviewed in 2018/19.

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.)

Applicants should be graduate students of any level.

Teaching at the Intersections: Investigating the Experiences of Teaching Assistants
This project builds on a prior pilot study exploring how teaching assistants make decisions about teaching in the classroom. More specifically, we will use an intersectional framework (Collins and Bilge 2016) to take a closer look at the classroom experiences of teaching assistants and better understand how their multiple social locations can shape those experiences. We will use a qualitative research approach to explore teaching assistants’ own perceptions and reflections of their classroom experiences, including their decision making process as they teach and their interactions with faculty, colleagues, and undergraduate students.

The student partner will be actively involved in project development, creating a research ethics protocol, conducting a literature review, and collecting data via qualitative interviews and tutorial observations with TAs from across campus. In Summer 2018, we expect to finish data collection and analysis, and co-author a manuscript for publication. Student partners will work closely with Dr. Beth Marquis (Arts & Science/MacPherson), PhD Candidate Alan Martino, and student colleagues to carry out an inter-institutional, qualitative study on this topic. Prior experience with qualitative research would be an asset.
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.)

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

**User Testing Technology to Enhance Accessibility in Teaching and Learning**

The goal of this project is to design and develop a “Student User Testing Unit” to enhance the accessibility of online teaching and learning tools and resources. Students with disabilities who rely on various forms of adaptive technology (e.g. screen-readers) will work with student peers to usability test the Accessibility Hub promoted to faculty as a one-stop shop for resources related to accessibility in teaching and learning, the FLEX Forward resource on Accessible Education, and other websites and tools specifically designed to enhance Accessible Education at McMaster. We will then offer user testing to interested colleagues for other online/technology-based teaching and learning resources.

This project is new, and students are invited to join the design and delivery of the Student User Testing Unit from the beginning. They would primarily work with Anne Pottier from the McMaster Accessibility Council and with Alise de Bie and Kate Brown from the Equity & Inclusion Office.

We are excited to involve students with disabilities who use and rely on an assortment of adaptive technologies to engage with websites, e-books, and online resources, who, as part of the project, would use their adaptive tech to test various online platforms for functionality and ease of access. (Please let us know which technologies you use when you apply, and how they assist you.) We are also recruiting students to coordinate the user testing process (scheduling, observing user testing, taking notes on emerging usability issues that need to be improved). Identifying as a student with a disability and/or belonging to an interrelated equity-seeking community is considered an asset.

We anticipate that this project will involve between 35-60 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.)

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

**Additional Opportunity: Student Partners Initiatives Research, Support & Development**

In Winter 2018, 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 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.)*

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.