# The Global Culture Jam: Educators and Students' Partnership Narratives and What We Can Learn from these

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## Abstract

This practice piece is a narrative inquiry, bringing together the experiences of educators and students in relation to the Global Culture Jam (GCJ), an open and openly-licensed 5-day virtual programme to celebrate cultural diversity and the enrichment it brings for learning and development. The GCJ was offered in June 2021 by educators and students of Manchester Metropolitan University (ManMet), during the pandemic period. Educators and students worked together as co-creators, co-designers and facilitators to celebrate diversity and cross-cultural learning, teaching and living experiences and discover how it can enrich individuals, local and global communities. The topics of community, creativity, sustainability and curriculum were explored. A range of live events and self-paced activities engaged individuals in creative provocations and facilitated collaborative learning opportunities within a diverse community of learners and practitioners to share thoughts, ideas and practices. The GCJ was offered to educators and students across the institution, partner institutions and the wider public globally as a part of the Learning and Teaching Festival, organised by the University Teaching Academy, in collaboration with the Internationalisation workstream of RISE, an institution-wide offer of extra-curricular activities and courses for students that can also lead to academic credits inspired by FLEX, an openly-licensed practice-based professional development initiative with formal and informal pathways (Nerantzi & Chatzidamianos, 2018). Members of this workstream became the core educators' team of the GCJ.

This study and the authentic voices included by educators and students, both internally and externally, showed that working in partnership based on a democratic dialogue and trust relationships has a positive impact on educators and students. We recommend that such opportunities should be embraced based on our study, while it is also important that workload requirements and time commitment are formally acknowledged in order to maximise positive experiences and outcomes.

**Keywords**
Internationalisation, student and staff partnership, cross-cultural learning, inclusion, collaboration, diversity, reflection.

**Context**
The narrative of "students as consumers" persists, for example as referred to by the Office for Students (OfS) in the United Kingdom (CMA, 2015). Although, at least in pedagogical terms, it is being increasingly replaced by practices and narratives framing students as co-creators and students as partners (Mercer-Mapstone et al., 2017). This can be seen as a form of student engagement (Healey and Healey, 2019). This paradigm shift illustrates the active role students have to influence, change and direct their education experiences, in both formal and informal curricula (Speight et al., 2020).

Cook-Sather, Bovill and Felten (2014, pp. 6-7) frame educators' and students' partnership within the co-creation of a curriculum. Specifically, they state that it is "a collaborative, reciprocal process through which all participants have the opportunity to contribute equally, although not necessarily in the same ways, to curricular or pedagogical conceptualisation, decision making, implementation, investigation, or analysis." Mercer-Mapstone and Marie (2019) advocate for a project-based model of educators and students' partnerships which according to the authors enables scaling up partnerships through collaborative goal settings, agreed processes and outcomes.

The implications of power relationships and inequalities need to be acknowledged when discussing partnership working between educators and students. Also the opportunities this type of working presents when engaging in reciprocal and non-hierarchical forms of collaboration that have the potential to create shared realities and lead to the formation of inclusive learning communities (Mercer-Mapstone et al., 2017). Such partnership learning was experienced during the open cross-institutional course Creativity for Learning in Higher Education, an opportunity also highlighted by Speight et al. (2020). In this open course, enabled through networked technologies and practices, educators and students learned together collaboratively in a boundary-crossing space, bringing together educators, students and the wider public, individuals from different cultures, orientations and backgrounds. Individuals from different disciplines, cultures, roles and sectors participated including educators and students. Evidence suggests that this diverse environment helped students, educators and the wider public who participated not only to feel motivated and learn but also to create interpersonal relationships and learn in partnership (Nerantzi et al., 2018; Nerantzi, 2019b). It is noted that during the pandemic, educators realised more than ever before the important role relationships play in learning and teaching. Chatzidamianos and Nerantzi (2020) constructed the PPE for Higher Education, which consists of people, positivity and emotions, placing relationships at the heart. A collaborative study during the pandemic by Dunbar-Morris et al. (2021) highlighted that students experienced a lack of connectedness to their peers and tutors, something that often made them feel lonely. However, in a study by Morley and Carmichael (2020) that followed a socio constructivist design, it was discovered that the pedagogy helped build a real time

diverse peer learning community that gave students a dynamic learning experience where they get reassured through their participation and immediate responses. Forsyth et al. (2020) emphasized the importance of an intercultural community to promote student engagement and connection through shared activities. Ossiannilsson (2021) calls for more humanity and a more open and inclusive society that has a global outlook, harnesses creative interventions and comes up with sustainable solutions to local issues, something that could also be said for higher education and curriculum design strategy to create an embracing and stimulating atmosphere for learning.

Our study focuses on staff and students partnership and illustrates how co-creation and co-design activities can not only create fruitful relationships and bring educators and students closer together but also recognise the value of such collaborations for learning and development.

## Method

The method used for this article to capture experiences around staff and student partnership working is Reflection using Narrative Inquiry as a Scholarly Personal Narrative (SPN) methodology based on the GCJ, a pedagogic activity that brought together educators and students working in partnership. This methodology was adopted for this article because it inculcates the personal experience of all participants as a data source for the purpose of self-realisation and academic understanding. SPN (NG & Carney, 2017) enables the critical analysis of different lenses with flexibility, freedom and transparency to gain insights and new understandings into complex and messy educational experiences. It was therefore considered a suitable strategy for this work because educators and students worked together to create the programmme and were also co-learners.

The reflective model by Rolfe, Freshwater and Jasper (2001) 'What? So what? Now what?' was used as a simple structure to provide some information about the event itself, help the authors report and reflect collectively on the GCJ after it was experienced (Schön, 1983). Personal narratives in the form of vignettes with a focus on partnership working linked to this reflective model provided by GCJ team members, educators and students who are also co-authors of this article have been included.

The 18 vignettes with a focus on partnership working, by three educators and three student GCJ team members, that are representative of the diversity of individuals and roles who were part of the GCJ team and co-authors have been included in this article to capture their voices as they were articulated. Members of the team and co-authors of this paper, where invited to respond on their own and reflect on their GCJ experience without seeing each other's responses to a set of questions as shown in Appendix 1. These were collated and included in this paper as vignettes. The vignettes are a source for narrative inquiry where meaning is socially constructed bringing together different viewpoints (Clandinin, 2006). The vignettes therefore follow the reflective model used in this narrative inquiry (Rolfe et al., 2001) and have been embedded in the three reflective sections to capture the related voices of educators and students. They illustrate how these individuals, educators and students, who are also co-researchers and co-authors of this article, experienced the GCJ programme

in relation to partnership working and help synthesise a collective understanding of this experience (Gibbs & Wood, 2021).

**The Global Culture Jam: What? Origins and Evolution**

The Global Culture Jam (GCJ) is a programme that was born out of ideas and creative practices generated in the context of open and collaborative academic development. It is offered by an education development department called the University Teaching Academy (UTA), with collaborators from across the university. The GCJ brought diverse individuals and ideas together based on democratic participation that harnesses the opportunities for learning across human activities and across time as a way of being and becoming (Jackson, 2021). The GCJ mirrored existing practices and the scaffold for this programme was developed based on events organised by the Creativity for Learning in HE community, or short #creativeHE (hashtag used by the community on social media). For example, #creativeHE jam events were organised, first a physical one and then because of the pandemic, in an online space. The key characteristics of the #creativeHE jams are collaboration, partnership and inclusion. Small leadership teams take ownership of specific tasks. This has shown to foster peer-to-peer support, lead to empowerment and increased commitment and also develops new leaders (Nerantzi, Jackson, Mouratoglou and Baff, 2018). The conceptual Playground model (Nerantzi, 2015; Nerantzi, 2019a) born out of and applied to #creativeHE (see Figure 1.) further informed the design of the GCJ. The Playground model provides a scaffold to create a safe space to help individuals open up, be playful and experiment in their learning. It incorporates all three domains of learning, the cognitive, psychomotor and affective and progressively leads to autonomy in a supportive and connected environment. It was applied in the GCJ to foster participation, playfulness and creative expression and lay the foundations of a cross-boundary learning community, a concept developed based on a phenomenographic study (Nerantzi, 2017).
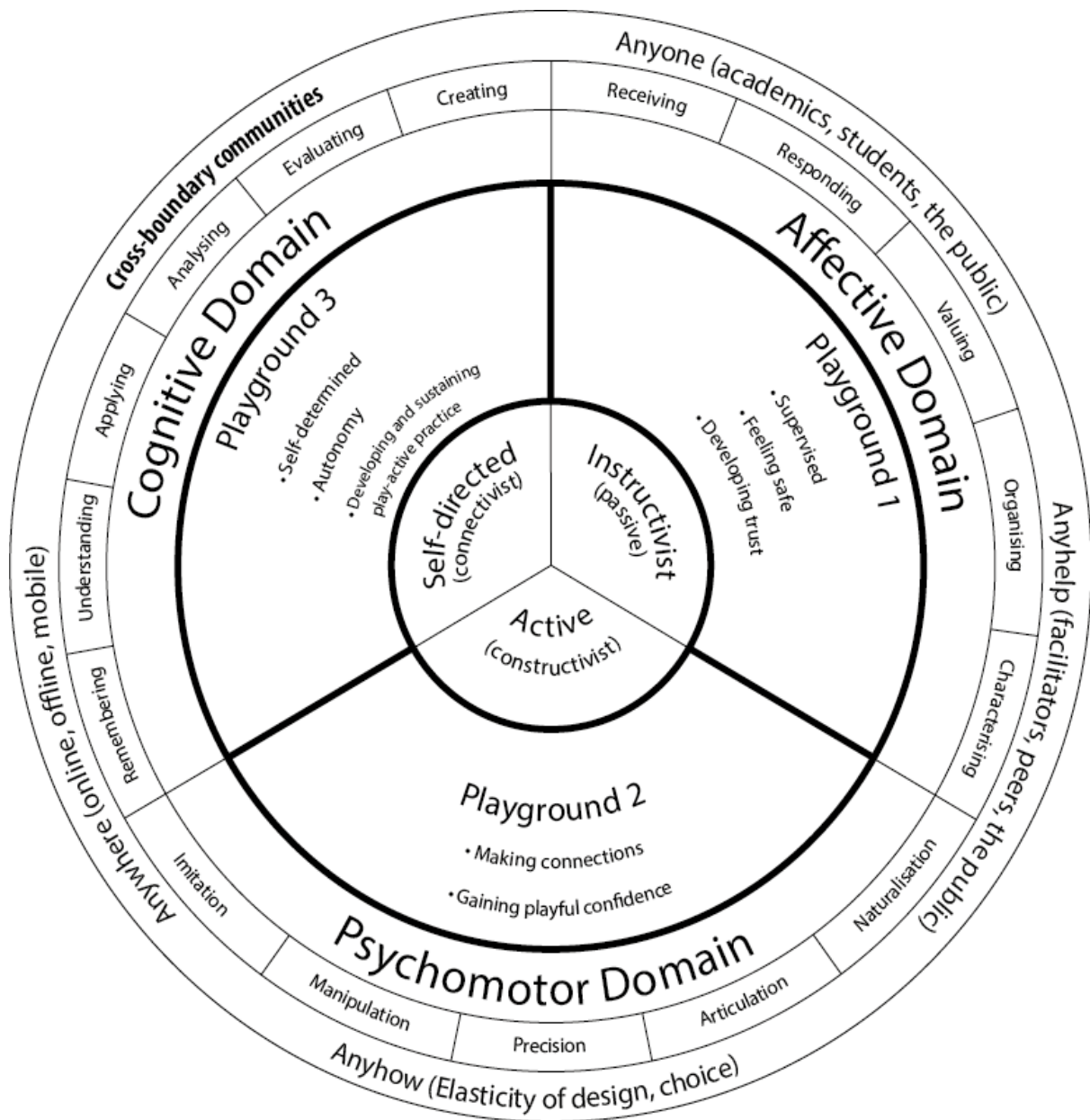
Figure 1. Playground model within the bold lines (Nerantzi, 2019a, p. 328), combined with the Three Domains of Learning (Bloom, 1984) and the Main Theories of Teaching (Ramsden, 2008) and the concept of cross-boundary communities (Nerantzi, 2017)

*Team formation and operation*

Educators worked in partnership with students from ManMet for two months, while educators had already been planning together for the event for over six months. When the students joined the GCJ team, they started co-designing the programme of events to celebrate diversity in cross-cultural settings, develop understanding about otherness and the value this has on personal and collective enrichment and growth. Treviranus (2016, online) highlighted the power of otherness and diversity, by stating that

> *…in our interconnected and crowded society we need to go beyond tolerating or respecting diversity, we need to prize and learn to orchestrate and create synergy out of our differences. We should shift focus from how we are each better or worse in the same skills, to the unique, evolving set of talents, passions and competencies we each bring to tasks at hand. It is our variability that gives us collective strength.*

Her words place emphasis on the enrichment diversity brings and how this is of value when working with others as it helps us come up, combine and connect novel ideas and perspectives that otherwise would not have been possible.

Educators and students did not only co-design and co-develop the programme they were also co-learners in this process. 'Educators and students as co-learners' has been highlighted by Speight et al. (2020, p. 96) as a valuable strategy to develop, as the authors state, "full partnerships".

The team consisted of 30 members of staff from across the institution in different roles, including 10 undergraduate, postgraduate and doctoral students recruited for this project as makers and curriculum designers.

Educators and students explored community, sustainability, curriculum and creativity in the form of GCJ strands, which provided the thematic programme structure. These strands enabled colleagues to own one of these areas and design and lead a pedagogies menu of events depending on their personal and professional interests, invite speakers and closely work with colleagues and students. Beyond the programme that was designed from scratch utilising pedagogical principles such as participation, collaboration and making, open educational resources were created by students to accompany and introduce strands and related activities. The activities were designed to foster cross-cultural participation and develop an appreciation and understanding of other cultures and build relationships, also in smaller groups (Shadiev & Huang, 2020).

The core educators' GCJ team was formed in October 2020 as part of the RISE (an educational initiative by Manchester Met to facilitate extra-curricular, cross-disciplinary learning for students) internationalisation workstream and consisted of academics from different faculties and colleagues from professional services. Together they started exploring, discussing, designing and planning. The programme started coming together after the recruitment of students in spring 2021. It was decided to use a 'Microsoft Teams' virtual space (referred to as 'Teams' space or hub in this document) as an online hub for the GCJ programme. The GCJ was offered as an open and free initiative to staff and students across Manchester Met, collaborative partners and anybody else interested from different parts of the world as part of the Learning and Teaching Festival week in June 2021. Students would be able to work towards RISE points. Over 700 registrations were received from ManMet students, students from collaborative partner institutions and educators in over 20 countries. Over 1400 participations were recorded during the week in the 17 live sessions that were organised, ranging from 51 to 208 participants per session.

*Activities and events*

The GCJ programme consisted of live events and self-paced activities spread over four days. The typical day from Monday to Thursday consisted of four live sessions from early morning to early evening in the UK hoping that these times would work for as many participants in different time zones. In between these live sessions, were a series of self-paced activities to enable 24/7 engagement opportunities supported by the team. Zoom was used for the live sessions, often combined with Padlets and in some cases Google tools to create opportunities to share and curate responses to activities and creative tasks contributed by participants and facilitators. A Cafe space for social interactions and a Helpline through which support was offered when needed were also set up. On Friday a final live session was organised to celebrate the week and close the event. Furthermore, the GCJ also had a presence on social media via dedicated accounts and hashtags (#GCJam21 #GCJcommunity, #GCJcreativity, #GCJsustainability, #GCJlearning) were also used for the event to trigger engagement beyond the Teams hub.

We include here vignettes from educators and students that illustrate how they experienced the GCJ responding to the "What?" of the inquiry in response to questions around their role, the partnership model used and how they felt about it (see Appendix 1).

Vignette 1: core team member, educator

I was the 'Sustainability' strand lead for the GCJ project. Within this strand, "sustainability" was explored by the participants in view of the UN's Sustainable Development Goals. Its relevance in three diverse, academic disciplines was presented and demonstrated through virtual, in-class collaborative activities by the respective academic leads.

The project was delivered with educators and students working in partnership. This has opened opportunities for learning without hierarchical working between the students and the university lecturers. The learning process speeds up in this type of pedagogical approach as students draw comfort and inspiration through engaging in active learning through collaborative working with the teachers.

Vignette 2: internal collaborator, educator

I was a member of the organising group co-ordinating the activities for the creativity strand in the GCJ. The group consisted of colleagues and students, but in essence we were a team and the staff/student boundaries were blurred. The partnership working was effective because of the mutual respect shared across the team. The students were clearly experts in their own areas and often took leadership roles and responsibilities to advance the project. It was necessary to establish some shared understandings about what we wanted to achieve within our strand of activity and how each of our planned session connected. It was humbling to work with such talented students and a joyous professional experience.

Vignette 3: external collaborator, educator

My role in the GCJ was to work with students to creatively interact with text and images in "Together", a picture book created collaboratively with colleagues around the world thanks to GO-GN funding. Students translated texts in their own languages, if not yet available. The partnership experience was challenging because the GCJ kept them very busy so we actively worked mainly during synchronous sessions. Small groups worked better, we interacted to create a new multilingual version of the book. Even if small, this activity has shown the potential of a collaboration that contributes new open content to the community.

Vignette 4: undergraduate student collaborator

I worked as a student ambassador/Maker for GCJ. This has been a new experience to me. I enjoyed working collaboratively with students and educators. The lack of a hierarchy of roles gave a sense of everyone's voice mattering. This allowed us to build a community and bring personal intrigue and involvement into all steps taken. We created a safe environment, supporting each other and exchanging ideas. The tasks felt, to some degree, self-directed and self-paced. I think involving us quite late into the programme, has made our responsibilities tricky and positioned adaptability as a key skill we had to embody. However, the mentorship from educators has compromised this. I mostly felt motivated by the team.

Vignette 5: postgraduate student collaborator

During the GCJ, I worked as a co-creator in which I helped educators create provocative content for the participants, organise and run activities during the week. Working alongside the educators was a great experience. I got to learn from experts as well as connect with them on a more personal level than just professional. We had meetings with the educators and collaboratively discussed ideas about the event. Through these meetings, the structure for GCJ was decided. I felt more comfortable with the educators as we had more interaction. I was able to contribute to the event once I had developed a rapport with everyone.

Vignette 6: doctoral student collaborator

As part of the GCJ team, myself and other students partnered with educators to create learning activities focused around internationalisation in the sustainability and community strand of the event. My activities included discussing with educators, creating stimulating practical exercise through several research, promoting participant engagement as an event activator, and anchoring some sessions as a facilitator. During the event, educators and students from different part of the world worked together on activities as a community and we all experienced learning in a new exciting way. This was really fulfilling for me getting feedback from participants about how easy it was to learn and how much they learnt.

As a whole, there is a heartening view of partnership working expressed in these vignettes, with some of the key themes as follows. There is praise for how collaborative working results in more active learning experience but also a more efficient way of working and organising a group. In particular, the non-hierarchical relationship between educators and students is highlighted as positively impacting group outcomes. "The lack of a hierarchy of roles gave a sense of everyone's voice mattering. This allowed us to build a community and bring personal intrigue and involvement into all steps taken. We created a safe environment, supporting each other and exchanging ideas" – Vignette 4 - Undergraduate student collaborator. Also of note are the positive emotions cited in relation to collaborative working such as safety, building of trust, comfort, inspiration, mutual respect, and empowerment. These in turn contribute to the active learning experience itself.

**The GCJ experience: So what?**
From the weekend before the launch of the event, some participants started arriving in the GCJ Teams hub. They looked around the space, explored the programme and some started participating in the introductory virtual cafe activity with GCJ team members. Online contributions showed that these early participants were from different parts of the world.

Day 1 of the event arrived. It was fascinating to experience the programme. The live sessions were diverse, engaging and stimulated discussions and creative engagement in multiple ways. Guest speakers from Italy, India, Brazil, South Africa, the US and the UK brought the programme alive. Educators and students worked together throughout the week and in preparation for this. During the week over 800 participations were recorded in the live sessions varying from 30 to over 100 per session. Participation in the live sessions progressively reduced, an observation worth further exploration, as was the fact that the self-paced activities were primarily accessed during the live sessions when time was built-in for these. The time allocated for these during the live sessions generated a rich set of responses in creative ways that were encouraged throughout the week.

The final live session was an opportunity to celebrate the week and share insights and experiences by the team, internal and external guests and collaborators, students and participants. The global attendees have shared their views that the GCJ presented valuable learning opportunities and enabled experimentation and creative expression, partnership working between educators and students. They found the event to be beneficial and valuable to work within a diverse community of individuals from different parts of the world. Attendees have expressed that the learning was transformative and led to new areas of interest and exploration. "The partnership experience was challenging because the GCJ kept them very busy so we actively worked mainly during synchronous sessions. Small groups worked better, we interacted to create a new multilingual version of the book. Even if small, this activity has shown the potential of a collaboration that contributes new open content to the community." Vignette 3: external collaborator, educator. Furthermore, the GCJ was characterised as an uplifting and emotionally engaging event, which some didn't want to end. This view

linked to research findings of a phenomenographic study in which community was lived in three distinct ways. One of which reflects this view about extending the community beyond the boundaries of a programme or course (Nerantzi, 2017), something that was also achieved within the GCJ. It illustrated that co-creation and co-learning approaches are built on partnership working between educators and students can further extend opportunities for cross-cultural networked and connected learning that stretches learning and development far beyond a module, a programme or an institution and therefore has the potential to enrich and diversify the learning experience of all those involved.

We include here vignettes from educators and students that illustrate how they experienced the GCJ responding to the "So what?" of the inquiry in response to questions around the perceived benefits of partnership working and how they evaluate the partnership they experienced (see Appendix 1).

Vignette 1: core team member, educator

I feel that both parties have learnt immensely from each other while the participants were from different subject disciplines with a wide range of interests and creative skills. It has not only facilitated academic interactions but also cultural exchanges as the working group members were from diverse ethnic backgrounds.

The GCJ activity was very intensive in terms of time investment to design the activities. There were also a few teething problems initially for the project team comprising educators and students, to understand the intended tasks and formulate plans.

Vignette 2: internal collaborator, educator

Reflecting on the experience of the staff and student partnership I am more consciously aware of the importance of empowering learners to be active agents to shape their own experiences. It is important to have trust across partnership groups and to allow all members the freedoms needed to innovate. There is little place for hierarchy in partnership working as one voice or idea is no more important than another, so it is necessary to work together to flatten any power dynamics to work together as a community. Dominant team members of a lack of confidence can have a negative impact on partnership working, but the benefits outweigh the challenges, tenfold.

Vignette 3: external collaborator, educator

I found the partnership with students needed more time to reach better results, but at least we had a chance to collaborate as peers: no hierarchy, no boundaries, just simple rules and a large amount of freedom, respect, suspension of judgment. We benefitted from the friendly tones and we were challenged by lack of time to warm up and feel at ease while implementing changes to the same document with all our hands and heads involved. I would have appreciated having more time to get to know students better before working together.

Vignette 4: undergraduate student collaborator

I found the partnership between educators and students progressive and appropriate. I think it is very beneficial to involve fresh voices within academic initiatives to tackle the fast pace of the current time. As well as, to gain an understanding of future generations of academics and ways they will adapt to ongoing societal changes. The experimental tone of this collaboration, though beneficial in a sense of expansion, was potentially also a blockage. It suggested our efforts to be less reliable, which makes sense as we have not undertaken specific training. I feel like our adaptability allowed us to work around that, as we focused on developing skills and on the agenda of cross-cultural collaboration.

Vignette 5: postgraduate student collaborator

I felt that this partnership was the best way to organise this event. A huge benefit of this partnership was the collaboration of the immense experience of the educators and the fresh ideas of the students. This brought out thoughts and ideas that as an individual would not have been possible. Even small ideas were appreciated and developed into more concrete plans. Another advantage was that we as students provided perspective into how the participants, most of whom were students, would respond to the activities and hence we could make them more interesting.

Vignette 6: doctoral student collaborator

I learned from the event that educators and students can learn from each other irrespective of cultural background, or educational level. The outputs generated from this collaboration showed how easy it is to connect as individuals and collectively achieve a common goal. This collaboration is a new experience for me and it aided me in helping others discover strength in diversity and the ease of learning compared to our presumption. To make the educators and students partnership better, more issues that society has tagged 'off limit' should be openly discussed and we should collectively find solutions like it was done during the event.

Almost all contributors to the vignettes commented on the diverse makeup of the groups (e.g., educational level, cultural background, subject discipline, experience level, ethnicity) and how this enriched and enhanced the experience for both educators and students. For instance, Vignette 2 mentioned that

"I am more consciously aware of the importance of empowering learners to be active agents to shape their own experiences. It is important to have trust across partnership groups and to allow all members the freedoms needed to innovate".

The idea of a flat hierarchical structure to reduce power dynamics was again brought out as positive aspect of these educator/student partnerships which ultimately results in stronger relationships and better ideas. However, this way of working can be incredibly intense and greater time is needed to build these relationships effectively.

**Lessons learnt from the GCJ: Now what?**

The final vignettes have a focus on the learning from this experience for educators and students who worked as partners during the GCJ. Their reflections provide insights that will be of value when designing similar partnership working practices in the future.

We include here vignettes from educators and students that illustrate how they experienced the GCJ responding to the "Now what?" of the inquiry in response to questions around learning that has happened as a result of partnership working, ideas for future improvement of such partnership working arrangements and what needs to be considered (see Appendix 1).

Vignette 1: core team member, educator

Remedial planning for future can include more group workshops to brainstorm and agree plans that would be helpful to induct students to what is expected of them in the project delivery. For instance, in GCJ 2021, technology played a vital role as the programme was delivered fully online. Students needed more lead time to assimilate the activity, the proposed programme of events and the technologies available to them to support preparation of the promotional and session material. More broader issues to be considered are staff workloads, the timescales available for preparation and delivery, material costs, technology costs and most importantly, effective project management which in turn may also result in a cost. Nonetheless, the clear advantages demonstrated have outweighed the less advantageous aspects.

Vignette 2: internal collaborator, educator

I am leaving the experience with a renewed enthusiasm for working with students as partners and to encourage others to use the approach when they can. My 'students' are often also my colleagues because of my area of academic practice, so I have always tried to model partnership approaches, for example giving choice about the focus and format of assessed work. However, I feel that I can make the context of partnership more explicit within my practice, rather than assuming it is understood that this is my approach.

Vignette 3: external collaborator, educator

My main takeaway is that even if rules are clear, for a collaborative activity to ignite some time is needed at the beginning to let people involved know each other a little before starting the actual work, moreover when the work is done at a distance and is cross-cultural. Participants could "imagine" each other in front of the screen while working. Also, an open audio channel to talk to each other while making changes could

be helpful to explain the reasons for some changes while making them visible. Technology and bandwidth are needed to support all this.

Vignette 4: undergraduate student collaborator

I think it is very important for educators to adapt to new ways of teaching and to develop and spread awareness of the cross-cultural environment within modern academia. Much has changed, the broadened accessibility of higher education has attracted individuals that previously were not involved in academic thought. We have to collectively understand this and emphasise the voices that have been historically diminished. I think without engaging individuals familiar with current technologies and even trends, academia could lose its cultural relevance. Moving forward, I am hoping to involve myself in programmes a-like and offer my engagement in further reflections on the partnership between students and educators.


Vignette 5: postgraduate student collaborator

I would love to be a part of further such partnerships. I feel that it is one of the best methods to produce meaningful results and has helped me develop not just professionally but also personally as I feel more confident about my work than I did before. It would be ideal to increase the collaboration and bring it outside of just the event. Having an informal discussion in between would help students connect more with the educators and hence understand their views better. Such discussions would require time, which is an issue for educators and students alike since both have already packed schedules.


Vignette 6: doctoral student collaborator

Going forward, I need to ensure that the learnings from the event are passed on to other students and HE activities in the spirit of oneness. We can achieve this when educators and students work together in partnership. I will do all I can when I work with students to help them understand the importance of partnering with educators to contribute either through ideas or actions in getting things done. I am taking with me the new way of learning which is partnership. It brings about innovation, uncovers new skills and empowers everyone to do beyond what they ever thought they had capacity for.

A key takeaway from these vignettes is the importance of collaboration in working and learning, and the desire to continue and extend it to other areas of personal and professional life. Educators and students from different continents and culture co-designing the different modules of the GCJ promoted a socially experienced cross-cultural learning for all as well as built trust. It established that an inclusive and transparent collaboration will get participants engaged as well as create room for everyone to be intentional about what and how they learn. This partnership working is seen as empowering and crucial to the future of cross-cultural Higher Education. There is a recognition that such ways of working require an investment in time to ensure

there is sufficient space to plan, build a shared understanding, and getting accustomed with the technology. These issues in turn mean the following factors should be considered in making partnership working a success: a review of workloads, timescales, and technology.

## Conclusions

The reflective narrative by the authors and the vignettes included that capture the voices of some team members on partnership working have led to the identification of related themes and insights on this experience in the context of the GCJ.

The results from this study have highlighted the overwhelmingly positive impact partnership working has had on educators and students for the GCJ. Educators and students valued the democratic nature of the relationships formed and how that has empowered them to express their individual skills and talents in a safe environment.

In order to embed this into practice, the GCJ team over the time of working on this event have recognised that a strong foundation of trust and respect is needed, and such relationships take time to develop. Time is also needed to plan effectively for collaborative ways of working, which should be built into workload models and academic planning.

With the increasing recognition of student contribution as co-creators, as well as the current climate, it is anticipated that such cross-cultural, student-educator partnership working, is only going to grow. Collaboration between educators and students in co-designing promotes an inclusive engagement and horizontal partnership towards an intentional learning structure. The opportunity to embrace this by the Higher Education community relies on recognising it's value, effective planning and developing trust relationships.

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Please reply to the following and present your responses to What? So what? Now what? Separately. The question included under these 3 questions are there to help you articulate a reflective response linked to staff and student partnership working during the GCJ. Please don't include the questions in your narrative. Just the three headings What? So what? Now what?

**What? (100 words) Your response need to have a focus on staff and student partnership when you reply to all the below questions.**

What was your role in the GCJ?

What was good/bad about the educators and students' partnership experience?

How did the educators and students partnership work?

What feelings did this educators and students partnership evoke in you?

**So what? (100 words) Your response need to have a focus on staff and student partnership when you reply to all the below questions.**

How did you find the educators and students partnership?

Where there any benefits/disadvantages from this partnership working? Explain.

**Now what? (100 words) Your response need to have a focus on staff and student partnership when you reply to all the below questions.**

Now what are you taking away from this educators and students partnership working?

What could you do in order to improve educators and students partnership working?

What are the broader issues that need to be considered in order for your suggestion to be successful?