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Nota di contenuto	Foreword; Alison Cook-Sather -- Chapter 1. Introduction: context and scope; Nadya Yakovchuk, Karen Gravett and Ian M. Kinchin -- Chapter 2. The emerging landscape of student-staff partnerships in higher education; Lucie Ollis and Karen Gravett -- SECTION I. Collaboration and creativity: exploring innovative partnership approaches -- Chapter 3. Student experience: perspectives on learning in the university and the conservatoire; Séán Hanratty and Anna McNamara -- Chapter 4. Exploring the actor-director relationship in the drama school through a student-tutor dialogue; Darrell Barnard-Jones and Trevor Rawlins -- Chapter 5. Escaping the norm of student-staff partnerships; Julia Anthoney, Julie Low, Samantha Gridley and Chidera Ude -- Chapter 6. Building knowledge and learning communities using LEGO® in nursing;

Rachel Stead, Ralitsa Dimitrova, Avgi Pourgoura, Sarah Roberts and Sarah West -- Chapter 7. 3D printers in engineering education; Atefeh Eslahi, Deoraj R. Chadeesingh, Charlotte Foreman and Esat Alpay -- SECTION II. Evaluating teaching and learning approaches -- Chapter 8. Captured content and lecture recordings: perceptions and experiences of students and lecturers; Venetia Evergeti and Harry Garside -- Chapter 9. Captured content, captured attention?; Teodora-Patricia Pelea and Tom Lunt -- Chapter 10. A comparison of student perceptions of physical and virtual engineering laboratory classes; Charlotte Foreman, Mary Hilditch, Nicole Rockliff and Holly Clarke -- Chapter 11. Skills developed by economics students during their professional training year; Miguel Flores and Bardees Elmenofy -- Chapter 12. Exploring the benefits of project-based pilot plant experience for chemical engineering undergraduates; Benjamin Cooper, Rex Thorpe and Esat Alpay -- Chapter 13. Student perspectives on a nutrition curriculum; Katrina Kwong and Adam Collins -- Chapter 14. Learner engagement on a blended ethics education programme: perspectives of students and teachers; Barry Costello, Julia Brennan, Colin Loughlin and Ann Gallagher -- SECTION III. Partnership approaches to assessment, feedback and student-staff dialogue -- Chapter 15. Student nurses' experiences of receiving verbal feedback within the clinical learning environment: to what extent does this promote sustainable feedback practices?; Julie Panzieri and Cathrine Derham -- Chapter 16. Facilitating students' proactive recipience of feedback with feedback portfolios; Kieran Balloo and Aka Vashakidze -- Chapter 17. An innovative presentation tool as an alternative to traditional methods for student assessments; Andrew Hulton and Kyle Gapper -- Chapter 18. Maximising student participation: factors that facilitate dialogue; Katerina Ridge and Saima Islania -- Chapter 19. Using mindfulness meditation techniques to support peer-to-peer dialogue in seminars; Allan Kilner-Johnson and Edidiong Udoфia -- SECTION IV. Staff-student partnerships: reflections and considerations -- Chapter 20. Creating space for new expertise: considerations for setting up student-staff partnerships; Irina O. Niculescu, Simran Nagpal and Roger Rees -- Chapter 21. Student-staff partnerships in higher education as process and approach; Ameena Khan Sullivan and Marion Heron -- Chapter 22. Conclusions: the future of student-staff partnerships; Ian M. Kinchin, Karen Gravett and Nadya Yakovchuk.

#### Sommario/riassunto

This book explores student-staff partnerships through a breadth of co-authored research projects. There is a significant gap in current literature regarding student-staff partnerships, both in the sharing of examples as well as in the examination of partnership working and its impact. Organised into four thematic sections, the editors and contributors highlight the diversity of routes students and staff can take to work in partnership, as well as how research, learning and teaching can be co-created. Written by both university staff and student researchers, the chapters consider the benefits of student-staff partnerships as an antidote to consumerist visions of higher education, and a way of celebrating the potential of students and their voices. This book will be of interest and value to scholars of student-staff partnerships.