Appendix B

Vignettes or definitions of students' perceived prerequisites for student-staff partnerships known to date.

Partnership

Students and teachers <u>designing</u> or <u>redesigning</u> education together by contributing <u>equally</u> to <u>decision-making</u> and <u>course improvement</u> processes. In doing so, students and teachers respect each other and are equal partners, although their input may differ.

Reciprocal respect

Taking each other <u>seriously</u>, <u>appreciating</u> each other and exchanging thoughts in an <u>equal</u> way during decision-making processes.

Influence/autonomy

Being able to <u>actually contribute</u> to educational improvement processes and being free to decide on how to contribute.

Commitment

Willing to put extra effort into improving education and being concerned about the quality.

Communication

Ensuring that all <u>mutual expectations</u> are clear.

Prior experience

The need to have <u>experienced a course</u> before being able to make a relevant <u>contribution</u> to its improvement.