

Student Participation Canvas - Student-Centered Higher Education

Title	Year / Semester	Contributors
<h2 data-bbox="117 259 200 292">Goals</h2> <ol data-bbox="117 317 643 511" style="list-style-type: none">1. What are the explicit goals of the project? What are implicit goals?2. How are the needs of students taken into account when setting goals?3. How are the objectives of the project defined? How can students get involved in defining the objectives?4. How are the goals communicated to students?	<h2 data-bbox="697 259 813 292">Methods</h2> <ol data-bbox="697 317 1190 445" style="list-style-type: none">1. Which methods are used? Which of them are participatory?2. How can students adapt these methods to their needs?3. What influence do students have on the selection and use of methods?	<h2 data-bbox="1271 259 1456 292">Relationships</h2> <ol data-bbox="1271 317 1789 532" style="list-style-type: none">1. Are the roles, responsibilities and interests of the contributors communicated clearly?2. To what extent is collaboration process set-up to be sensitive to discriminatory structures?3. How is the way of working together and the communication between contributors organised?4. How are social barriers and hierarchies dealt with?
<h2 data-bbox="117 590 239 623">Students</h2> <ol data-bbox="117 648 944 882" style="list-style-type: none">1. Which students should be involved? How are they selected?2. What recognition/compensation options (e. g., monetary, certificates) exist for participating students?3. What are the expectations of the students involved? Wishes, reservations, goals, risks? How heterogeneous is the group of students involved? What about students who are affected but not directly involved?4. What prior knowledge do the students bring with them?5. What needs do students have (e.g. in terms of accessibility, etc.)?	<h2 data-bbox="987 590 1335 623">Expectation management</h2> <ol data-bbox="987 648 1812 794" style="list-style-type: none">1. What expectations do the participants have of the process/project?2. How can the expectations of the contributors be captured and accommodated in the best possible way?3. What attitudes or competences will those involved need to be able to communicate at eye level?4. How can conflicts in expectations be anticipated and resolved? Are there persons who can mediate?	

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Tools & Rooms

1. In which places (digital & analogue) do we work together? To what extent can these spaces be selected and/or co-designed by the students?
2. Which tools and software are used? Are students allowed to choose their own tools?
3. Where and how does interaction take place?
4. To what extent does the room facilitate group settings?
5. How do room size and number of participants fit together?
6. What is the technical equipment in the room like and what forms of participation does it enable?

Team

1. Who are the important partners or stakeholders, both inside and outside the university?
2. Who else should be involved in the project?
3. To what extent and in what role can students be part of the team?
4. How are responsibilities distributed within the team? Who can influence the way responsibilities are distributed?

Support

1. How are students' support needs determined? How are students supported?
2. Where will support be needed in the collaboration and who will provide it?
3. Is individual/personalised support possible?
4. Who takes responsibility for which kind of support?

Feedback & Evaluation

1. What feedback options are available?
2. At what point are students able to give feedback?
3. What is the framework/format for feedback (e.g. anonymous or in a direct/open exchange?)
4. What influence does student feedback have on the design of the project and how is this communicated?
5. What opportunities are there for peer exchange?
6. How should the feedback culture be organised? What is needed and important for this?

Other

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Goals	Methods		Relationship level
Students		Expectation management	



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Tools & Rooms	Team	Support	Feedback & Evaluation
Other			

