

Attitudes and Intentions that Made It Work: Student-Faculty Partnership in China

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Abstract

This article focuses on attitudes and intentions that enhanced two student-faculty partnerships. The partnerships were established in the English as a Second Language (ESL) courses in one of the Sino-American Universities in China. Each pair of students was asked to observe a different ESL course taught by the same instructor and give suggestions on the classroom materials and activities, instructor's communication with students, and potential syllabus improvements. Through a qualitative research design, data were collected via an open-ended survey and follow-up individual interviews related to the participants' perceived attitudes and intentions. The findings demonstrate that the members of the two partnerships managed to persevere without quitting midway because the partnership enhanced their intentions (i.e., desires), particularly a) the desire to excel academically and personally, with a positive attitude toward learning opportunities; b) the desire for relatedness instead of monetary reward, with a positive attitude toward the availability of the peer-partners and positive qualities of the members and the negative attitude towards the money involvement; c) and the desire for meaningful achievements, with a positive attitude boosted by the publication process and career aspirations. The study's limitations include the small-scale empirical research design and members' perceptions of the hypothetical involvement of the monetary reward for participation. The findings have practical implications for partnering with students in Asian contexts in relation to the involvement of a peer partner, choice of the faculty based on the students' perceived feeling of warmth, competence, and trust, and publication of the partnership outcomes.

Introduction

Out of more than 30 students in the room for a workshop on teaching strategies, why did only two students contact the presenter to participate in the promoted student-faculty partnership? Similarly, out of the hundreds of students that one of the authors teaches and deals with, why did she only invite two students to join the partnership? Furthermore, what could be the reasons for the success of those two partnerships with four Chinese undergraduate students majoring in four different disciplines who partnered with the English as a Second Language (ESL) instructor who is Russian by origin? One of the success factors for the collaboration could be an effective interplay of attitudes and intentions that allowed the members to start and complete the entire partnership cycle. According to Eagly and Chaiken (1993), an attitude is "a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor" (as cited in Forgas et al., 2010: 19). Intention is the willingness or desire of a person to engage in a given action (Forgas et al., 2010).

The analysis of attitudes and intentions allows us to focus on the process of our students-as-partners (SaP) work. SaP is an approach to pedagogy that many colleges and universities adopt in the US, UK, Canada, Australia, and recently in Asian countries (e.g., China, Malaysia, Singapore, and Indonesia). One of the definitions of partnership often cited in the literature states 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 conceptualization, decision making, implementation, investigation, or analysis*” (Cook-Sather et al., 2014: 6-7). Mercer-Mapstone et al. (2017) also suggest that such an approach provides an opportunity for faculty and students to treat each other as peers or partners during their collaboration to enhance teaching and learning. Thus, student involvement in the decision-making process of curriculum development allows for the exchange of knowledge, where the instructors contribute their content knowledge and what should be taught, and the students share the perspective of how to learn best (Cook-Sather et al., 2014).

Liang and Matthews (2021) reflected on the Asian cultural context for partnership work but did not detail the attitudes, intentions, and values of Asian SaP collaborators. Cook-Sather (2014) mentioned the need for faculty members to have positive attitudes towards students in a partnership, and we suggest that student participants also need to have positive attitudes to form a stable partnership. There is a gap in the SaP literature on possible attitudes and intentions urging students and faculty to become partners and make it to the end because indeed some projects happen naturally and smoothly, but others experience adverse outcomes. This article attempts to uncover the experiences and lessons learned of four motivated students and one faculty member who made a genuine attempt to understand the attitudes and intentions behind their partnership and answer the following question: What attitudes and intentions helped to initiate and sustain the partnership?

Profiles of Participants

Svetlana (Lana). The lead author, Lana, is Russian by origin, and she worked as an English as a Second Language (ESL) instructor for almost eight years in Mainland China. She holds an MA in Teaching English as a Second Language. She is always interested in learning, professional growth, and understanding various cultures. She values working with students who have a positive mindset, enthusiasm, grit, desire to work hard, and flexibility.

Gao Yuchen (Mary). The second author, Mary, is a student majoring in communication from Weihai, China. She is enthusiastic and willing to learn new things, especially from unexplored areas. She prefers to stay around energetic and warm friends because they can influence and motivate her. She values adventure, freedom, and relationships and considers herself more emotional than logical. She is also interested in voluntary activities because she feels satisfied helping others become better.

Jiang Linghan (Lynn). The third author is Lynn, an English major student from Taizhou, China. She enjoys writing and public speaking because they allow her to express her ideas freely. She values patience and hard work, and her interest lies in applied linguistics because she is curious about how students learn English. She is always positive, likes to meet different people, and enjoys being an active participant and an observer in a class.

Chen Xiwen (Stephanie). The fourth author is Stephanie. She comes from Wenzhou, China, and is a student majoring in interior design. She considers herself a hard-working student who enjoys a sense of achievement. She is very detail-oriented and keen on sharing her views with the public. She values learning and believes that the partnership allowed her to monitor others' reactions to the course content she observed, understand the logic between different learning processes, and take notes to demonstrate her discoveries.

Li Chenyi (Heloise). The fifth author's name is Heloise. Her major is computer science, and she is from Ningde, China. She is a person who takes responsibility for what needs to be done and likes to pursue new challenges, which will improve her abilities. She also needs emotional support and recognition from others to make her feel confident. She values continuous self-improvement, which allows her to step out of her comfort zone. She enjoys meeting new friends and progressing together via mutual spiritual support.

All the authors come from collectivistic countries (i.e., Russia and China) where the instructors rarely or never ask students for recommendations to improve the education process. However, they work or study in a western-style university that promotes closer collaboration between students and faculty. Thus, this case study results from the opportunity to take risks and engage in a novel student-faculty partnership experience.

Methodology

Research design

To explore participants' attitudes and intentions that motivated them to start and persevere with the partnership, we employed a qualitative exploratory research design. According to Creswell (2012), this research design provides a great degree of freedom and flexibility while allowing for the discovery of insights into complex and novel issues.

Partnership Context and Participants

We present two projects that employed students-as-pedagogical-consultants approaches based in ESL courses in one of China's Sino-American universities. The first student-faculty partnership was created in Spring 2021 with Mary and Lynn, now sophomores, who also continued in Fall 2021 by sharing their collaboration outcomes in two international conferences. The second partnership was developed in Fall 2021 with Stephanie (junior) and Heloise (freshman). Initially, the students planned to be observers of the ESL classes; however, one student in each partnership ended up being registered in the class because of some schedule conflicts. Therefore, Mary and Stephanie were the observers, and Lynn and Heloise were enrolled in the class. The partnership pairs attended a different ESL course (i.e., oral or written discourse) randomly chosen for them and taught by the same instructor, Lana. The students were asked to take extensive notes on the faculty's choice of classroom materials and activities, communication with students, clearness of the instructions, and potential syllabus improvements. The student-partners attended those ESL classes that met twice a week for 15 weeks and had 40-60-minute discussions on the possible course improvements with the instructor after each class. Those discussions informed the instructor's choice of upcoming activities and use of classroom materials in her pursuit of providing a better English learning experience for the enrolled students. Each team of

participants also created a WeChat (Chinese messenger) group to contact each other to share their ideas and thoughts after those discussions.

Data collection

The primary data collected to explore students and faculty attitudes and intentions in these collaborations were open-ended responses and individual interviews. After completing a one-semester (Stephanie and Heloise) or two-semester (Mary and Lynn) partnership project, the students were sent a survey with open-ended questions, including: What was your intention to start the partnership? Did the intention change during the partnership? What was your attitude towards the partnership? What helped you persist until the end of the partnership? Would you be willing to have a similar voluntary partnership or would you prefer to be paid? These four students and faculty completed the above-mentioned open-ended survey in the form of journaling in a Word document. After receiving students' written responses, Lana held follow-up 20-40-minute individual interviews with each of the four participants to clarify and explain in depth their journal responses. For example, some of the questions asked were: Could you clarify what personal experiences you gained during the partnership? In what way would partnership benefit your future career? Could your decision to avoid monetary reward be related to Chinese culture? The interviews were recorded and then transcribed.

Data analysis

The lead researcher analyzed five reflective journals and four individual interviews and manually coded the data while consulting the student-participants during the analysis (i.e., "member checking") to validate the findings (Saldaña, 2009). The first round generated 80 open codes and later, after discussions with students and experienced colleagues, the number was reduced to 20 categories. These categories helped to identify three major themes or intentions: desire to excel academically and personally, desire for relatedness vs. monetary reward, and desire for meaningful achievements.

Findings

The findings provide insights into attitudes and intentions that allowed student-faculty partnerships to persevere until the logical end.

A Desire to Excel Academically and Personally

The partnership provided abundant learning opportunities and discoveries for all the members involved, which enhanced their desire to proceed until the end of the partnership while also developing academically and personally. For instance, Heloise explained how the partnership helped her academically: 'I feel that my listening and speaking skills developed because of my intense partnership collaboration, during which I learned to express my thoughts better, accept other people's suggestions, and make me adapt faster to study at our university.' Further, Stephanie shared how the experience and skills she gained during the student-faculty collaboration helped her academically and personally in a different course:

As a freshman, I thought that notetaking skills might be just applied in ESL class, but when I joined my Architecture & Psychology (AP) junior course, my peers neither took any notes nor remembered much. Later, I shared my observation with my AP professor, who decided to ask students to take notes and gave us lecture outlines, which improved the outcomes of the course. Thus, I would never expect to accumulate some pedagogical experience and even persuade my professors to do something, which was the biggest lesson gained.

Similarly, Lynn and Lana found that the collaboration can indirectly enhance their teaching skills and abilities. For instance, Lynn stated that

'I felt that the partnership could help me become a better teacher and learn some teaching strategies,' and Lana mentioned that 'preparation for different projects (such as conferences and research article writing) and the literature review of various articles also helped me learn about new approaches to teaching and, ultimately, engage in self-development.'

Thus, we conclude that the partnership was perceived to be very useful by both the student and the faculty participants. As Mary pointed out about her experience working with Lynn and Lana, *'There is an old Confucius saying that goes, "三人行, 必有我师焉," which means that among any three people walking, I will find something to learn.'* This learning is indeed multifaceted where students can learn not only from the faculty, but also from each other. Stephanie addressed that aspect of learning, stating that, *'We can learn from our partners because each person reacts to the course differently while observing a lesson.'* Moreover, the faculty can also learn from students, as Lana mentioned, *'*

I was impressed by how much I learned from students' perspectives because they could notice some details I overlooked, which could have inhibited students' learning. The most incredible discovery was that various research articles supported my student-partners' suggestions.'

It is also worth noting that all five participants thought about quitting the project at some time during the partnership for varying reasons; however, all the members managed to find the strength and positive attitude toward learning opportunities to continue investing time and energy in this project. As Lynn shared, *'It is hard to make progress if I do not reflect on what I have learned. Thus, I realized that what I had gained from this project indeed outweighed the time I spent. Therefore, I decided not to quit.'* Therefore, the academic and personal development enhanced student-faculty attitude towards the partnership, the experience of which could be summarized by Lynn's statement: *'The more I work in this collaboration, the more satisfied I feel.'*

A Desire for Relatedness Vs. Monetary Reward

The participants also reflected on some attitudes towards the peer and instructor that helped them boost their intention to complete the started student-faculty project. In particular, the students displayed their positive attitudes toward having a peer-partner who can give them

more confidence, efficiency to their work, and most importantly the feeling of relatedness. For instance, Lynn stated:

I believe that having a peer is critical for a partnership. I am working with another professor at present, but being without a partner made me feel vulnerable. However, working with Mary is a great experience since we distribute the tasks, double-check our responsibilities, and finish everything on time.

Further, Stephanie explained, *'Having a friendly partner is a backup force because after sharing our ideas, my partner, Heloise, could always inspire me with new classroom improvements.'* The presence of the partner provided students with a sense of security, solid emotional support, and sense of shared responsibility that made the collaboration with faculty less stressful and more effective since, as Mary noted, *'sometimes when we cannot express our feelings and thoughts in English, Lynn and I would discuss in Chinese and help each other translate them into English more precisely.'*

The student-participants also identified a positive attitude towards felt support, warmth, competence, and trust from faculty that boosted the desire for relatedness. As Mary shared, *'Lana is always excited, warm, and energetic, and every time I stay around her, I can feel the energy and positive impact on me.'* Stephanie also reflected:

I was Lana's student two years ago, and I valued her warmth and encouragement to take action and feel confident. After becoming an observer, I realized that Lana is a skillful teacher, who can make lessons challenging and exciting by combining the content with exciting games or activities for students to gain knowledge.

Further, Lynn pointed out, *'[Lana] supported us during the student research day and other conferences. Thus, every time we finished the conference presentation, she would encourage us, "Wonderful jobs, ladies, I am so proud of you."'* The perceived support, warmth, and competence were crucial for the desired reciprocal relatedness, and as Lana explained: *'My students were as supportive, understanding, and warm to me as I was towards them, which helped our working environment immensely.'* Moreover, the students also felt trust from an open-minded faculty member that increased the feeling of relatedness because they were not restricted in the potential areas of suggestions and their recommendations were carefully considered and incorporated into classes. As Mary put it, *'I do not need to worry about feeling embarrassed about my suggestions because [Lana] is open-minded and makes me feel competent.'* Further, Lynn stated: *'This project made me braver and willing to take the initiative to give suggestions to Lana and other instructors. I think Lana is caring and open to suggestions, making us worthy of sharing our recommendations.'*

Interestingly, when student-participants were asked at the end of their voluntary partnerships whether they would have wanted to be paid for their work, they displayed a strong negative attitude towards monetary reward. They believe it could have inhibited the intentions to contribute to the partnership and its overall quality and further distance student-faculty members from each other. For instance, Heloise stated, *'The purpose to participate in this activity was to improve my abilities and make friends, not for money.'* Besides, students felt

that the absence of money could help them focus on what is indeed valuable for them. For instance, Mary wrote:

A close relationship could make us feel satisfied in the first place, and it would change if we received the money...; thus, during our partnership, we were helping and supporting each other, and we gained something that cannot be measured by money—friendship and lessons learned.

To conclude, student-faculty participants held a positive attitude towards the availability of the peer-partners and positive qualities of the members (e.g., warmth, competence, and trust). The participants prioritized the feeling of belongingness and acceptance from their supportive peer-partners and faculty over money and valued the intangible verbal rewards instead (e.g., “Wonderful jobs, ladies, I am so proud of you”). As Heloise noted, ‘*my intention to continue was stimulated by comfort and support from my accepting team.*’

A Desire for Meaningful Achievements

Student members perceived the partnership as a meaningful experience, which they discovered while observing classes and giving recommendations to the faculty or participating and sharing the experience with other people at the international conferences. For example, the student partners realized that the partnership could lead to a publication process, which gives an opportunity to stand out among other students. As Stephanie pointed out, ‘*This collaboration’s research writing activity is like a certificate of merit to show what I have done in this partnership project and how different I am from other students.*’ At the same time, this publication process can directly stimulate the feeling of accomplishment among the members. For instance, Mary shared: ‘*I discovered that this partnership is a meaningful research experience, which helps understand the research process, honing my academic writing, and enhancing my graduate school resume.*’ This publication process that is beneficial for the authors might be also influential for others who are not directly involved in the process. As Lynn stated, ‘*I feel that if we publish this paper, it might motivate other professors in our university to partner with students and, ultimately, improve their classes to some extent.*’ Thus, the opportunity to gain some publication-related skills, be seen as role models, and share our experience with others can be an invaluable meaningful achievement.

The participants also identified a meaningful partnership connection to their future studies or careers aspirations, which enhanced their intentions to persevere in the partnership. Interestingly, regardless of the discipline that students and faculty came from, each of the participants identified the connection to their future career or study goals. For instance, Heloise said, ‘*I realized that a seemingly unrelated to my major project can promote my future career as a programmer because I still need to connect with Party A and cooperate with the team members to fulfill the client’s order.*’ Indeed, the close collaboration between the participants allowed for abundant chances for critical thinking, problem-solving, and communication skills. Similarly, Mary mentioned:

It will be helpful to my future career related to communication because our partnership taught me how to provide suggestions rightly. Furthermore, after reviewing the literature on pedagogical partnerships, I found some examples of

collaborations in my field of studies that deepened my understanding of academia, where I plan to work in 4-5 years.

Thus, the clarity of the participants' future career or, as Lana mentioned, '*potential benefit for my Ph.D. application*' and the opportunity to enrich the student profile boosted their desire to proceed with the partnership and a tedious and at times discouraging publication process. As Mary also stated, that feeling of achievement '*made my attitude more positive and serious, making me more mindful and hard-working.*'

Discussion

This paper identified three themes or intentions (i.e., desires) and related attitudes (i.e., some degree of favor or disfavor) that enhanced two student-faculty partnerships. In particular, the three discussed intentions and relevant attitudes included:

1. The desire to excel academically and personally, with a positive attitude toward learning opportunities.
2. The desire for relatedness instead of monetary reward, with a positive attitude toward the availability of the peer-partners and positive qualities of the members and the negative attitude towards the money involvement.
3. The desire for meaningful achievements, with a positive attitude boosted by the publication process and career aspirations.

These attitudes and intentions became the useful lessons that the participants learned and provided valuable insights into why the Chinese undergraduate students in the two described partnerships managed to persevere without quitting midway.

The first theme—desire to excel academically and personally—is a fundamental aspect of students-as-partners collaborations where the participants get engaged in the learning process. Indeed, Cook-Sather (2011) points out that students' learning gains through student-faculty partnership can go beyond classroom learning and become invaluable life lessons as students develop their confidence and agency. Moreover, scholarly publications also mention the gains that faculty have as a result of the partnership. For example, as one of the authors, Abderrahim Benlahcene, in Kaur et al. (2021), stated: "The most important thing that I learned from my partnership practice is that lecturers can learn a lot from their students and benefit from their perspectives, especially if students are from different generations" (3). Our research confirms that both students and faculty managed to excel academically and personally during the collaboration. Similarly, the Confucius's old saying: "三人行，必有我师" emphasizes the importance of learning from each other. According to Lu (2011), Confucianism advocates the 'Datong (大同) society,' which proposes a society in which everyone is equal and has equal chances to show their abilities (as cited in Liang & Matthews, 2021, 562). When everyone is equal, they can learn from each other instead of the one-way learning pathway (e.g., students only listen to the professor lecture instead of asking questions). Thus, Confucius' saying and its principle support the reciprocal learning process, and the large power distance in Asia mentioned by Liang and Matthews (2021) might not be a big problem after all.

The second theme—desire for relatedness vs. monetary reward—is an essential component that helped the participants to proceed until the logical end. The participants' reflections identified the met need for relatedness as well as some instances of met need for competence and autonomy, which, according to Self-Determination Theory (Deci & Ryan, 2002), can make people more motivated to complete the started action. Therefore, the participants might be less inclined to drop out and have stronger intentions to persist in this partnership to the end if they can:

1. Feel connection and acceptance from other members who make the collaboration feel like a secure unity.
2. Feel confident about their suggestions and be given chances to pursue challenges to improve their abilities.
3. Take initiative and act from their own interests.

Indeed, the student-participants mentioned that their competency ('competent,' 'worthy,' 'confident,' and 'capable') and autonomy ('initiative to give recommendations,' 'encouragement to take actions,' and 'our creative proposals') needs were addresses. Yet, their reflections prioritized the relatedness where they identified the importance of support from the peer-partner and faculty and the felt warmth, competence, and trust from the faculty. Similarly, Morrow and Ackermann (2012) found that peer support was also an influential factor in students' persistence. Moreover, Fiske et al. (2007) stated that "*people everywhere differentiate each other by liking (warmth, trustworthiness) and by respecting (competency, efficiency)*" (77). Therefore, positive emotions and behavior are aroused when people are considered warm and competent. Jackson et al. (2003) also discovered that faculty warmth was a significant predictor of students' intention to persist (as cited in Morrow & Ackermann, 2012: 488).

In retrospect, all four students felt that obtaining financial compensation was not desirable. Both Mary and Heloise believed that the purpose of joining the partnership was to improve their abilities and make friends, but not to get money. However, towards verbal support and encouragements like "Wonderful jobs, ladies, I am so proud of you" their attitudes were positive, and it was much more desirable among the student-participants and made them feel comfortable. Similarly, according to Deci and Ryan (2002), tangible rewards (e.g., money or symbolic awards) can reduce people's intrinsic motivation, while positive feedback (e.g., verbal awards or praise) can increase individuals' intrinsic motivation. Therefore, the more valuable aspects of the partnership (e.g., long-term benefits, relatedness, and lessons learned) further informed students' intentions to persevere.

The third theme—desire for meaningful achievements—highlighted the importance of accomplishments that can be seen as long-term benefits for students and faculty, such as the "complete" partnership that leads to a publication and relation to future career or studies. Indeed, the reflections identified that participants consider publishing a valuable opportunity to improve their writing skills, graduate school resumes, and similar practices at the university, giving a sense of satisfaction and accomplishment. These benefits address Mercer-Mapstone et al.'s (2017) findings on the need for students' involvement in the publication process to enhance the authors' balanced contributions (i.e., reciprocity). Regarding the relationship to future studies or careers, Morrow and Ackermann (2012), who analyzed the factors that helped first-year students persist in their studies, found that

students with job-related intentions were more likely to endure than those with unknown goals. Therefore, student-faculty participants might have a stronger desire to carry on with the partnership if there is clarity on how those meaningful achievements could be applied in the future.

It is worth mentioning a seeming complexity where the very positive outcomes of the partnerships appear to be closely connected with the attitudes and intentions that might either promote full engagement or hinder it because of power dynamics, cultural norms, or partnership conditions. In the case of our two partnerships, owing to the attitudes and intentions mentioned above, the outcomes of these two partnership projects were (a) the positive change in the participants' self-perception during the partnership and (b) the enhanced classroom activities in both oral and written discourse ESL courses. For example, based on the extensive notes of students and their peers' feedback via anonymous surveys and individual interviews, the student-partners came up with improvements to the existing course activities and created the list of activities presented in order of effectiveness (from the most effective to the least effective) for each ESL course. The noteworthy achievement of such course recommendations was that many improvements for classroom activities suggested by student-partners are in line with research studies on ESL instruction and classroom pedagogy and generally are well-accepted by new students that take ESL courses.

Implications and Limitations

This research can encourage instructors from both collectivistic and individualistic countries to collaborate in mutually beneficial and learning-rich partnerships with their students and engage in the publication process together, which could be one of meaningful experiences for both parties. In addition, to make students more comfortable and motivated to proceed with the partnership, they might be given a chance to work with a peer partner with whom they share the same first language (e.g., Chinese). Moreover, the students could choose the instructor to collaborate with based on their perceived feeling of warmth, competence, and trust from the supportive instructor.

Despite these potentially useful implications, this is small-scale empirical research with only five people involved in an Asian context, which might create some bias. Moreover, the instructor in the partnership was also the interviewer of the student-partners, and since the students greatly desired to build a relationship with the instructor, they might have been reluctant to say anything critical. In addition, although all the students displayed a negative attitude towards money involvement, their perceptions might have varied since they did not experience the difference between the partnership's paid and unpaid options.

Conclusion

This paper discusses the attitudes and intentions that contributed to establishing and continuing two partnerships involving four undergraduates and a faculty at a Sino-foreign university. In this study, the participants utilized reflective writing and individual interviews to analyze the partnership perceptions and discovered the following three insights where the participants were driven by some positive and negative attitudes and the three intentions: the

desire to excel academically and personally, desire for relatedness vs. monetary reward, and desire for meaningful achievements. We summarize our findings once again:

Insight 1

A successful partnership can boost desire to excel academically and personally. All the participants in the abovementioned partnerships held positive attitude and managed to engage into the multilayered learning process and gain life-long lessons. The partnerships allowed for students to learn from the instructor and their peer-partner as well as for faculty to learn from her students. Thus, in the difficult moments when the participants wanted to give up the partnership, reflection on the learned outcomes was one of the reasons for the student-faculty members' intention to persist.

Insight 2

Desire for relatedness instead of monetary reward is an effective catalyst of the partnership. The participants identified the importance and positive attitude towards having support from the peer-partner and faculty as well as the felt warmth, competence, and trust. The students also reflected on the met needs for competency and autonomy which in turn boosted the feeling of closeness and acceptance, which enhanced their desire to proceed with the partnership. In addition, the student participants displayed a negative attitude towards the involvement of money as the reward for the partnership and a positive attitude toward supportive feedback and praise. They reported that the absence of money helped them focus on what was valuable for them, such as friendship and long-term benefits.

Insight 3

Finally, the partnership fulfilled participants' desire for meaningful achievements, which in turn helped them sustain interest and positive attitude toward the partnership. The participants valued the opportunity to foresee the potential outcomes and clarity in their future via the publication collaboration and connection to their careers or future studies. The participants considered the publishing process a meaningful research opportunity to stand out among other students and enhance their academic writing skills. Thus, the participants gradually found that the partnership was beneficial to their future careers or studies, which also motivated them to endure.

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