**Student Voice: Co-creating Inclusive and Accessible Arts Pedagogy**

Introduction. Student voice about the expectations, perspectives, and opinions of the students who are the epicentre of internationalisation of higher education is a slowly emerging field. Based on a student-led project at an Australian university, this showcase offers insights about students’ experiences about their academic journey.

Aims. To offer strategies for making Arts teaching and learning more inclusive and internationalised by acknowledging presence and power of students’ voice; to explore students’ perspectives about pedagogy collected at safe spaces for open, creative, and inclusive conversations; to discuss the importance of student agency in the contemporary teaching and learning discourse.

Methods. Data was collected through the focus group discussions, surveys and individual interviews from June 2019 till August 2019. Data was also collected through presentations and discussions at a student facilitated symposium in October 2019 at an Australian university.

Results. Our findings suggest that cultural sensitivity, inclusivity and a sense of belonging were considered vital when students look for more engaged learning and a connectedness throughout their academic journey. A sense of community and belonging is highly valued and cohort building is required. Clarity about learnings and connections with real-world, transition between high school and university and beyond are also considered important.

Discussion. While this paper discusses the importance of acknowledging students’ voices in internationalisation-related discourses in higher education, it also reports on the student-led project which promotes a conversation among students from diverse backgrounds to yield a holistic view of the students’ perceptions, experiences and overall understanding encompassing a wide view of different aspects of teaching and learning.