**Abstract**

**Experiences of international Indian students in 'student-staff partnership' projects in Australian universities.**

Student-staff relationships are crucial to learning and engagement. Naming students as partners (SaP) signals a particular quality of student-staff relationship. As a value-based practice, students and staff working collaboratively as partners is described as a growing global scholarship (Bovill, 2020). It is emphasised that SaP should value and create dialogic spaces, that empowers students to give them the opportunity of authentic participation. Participation is genuine if it provides spaces for multiple voices to be heard. There is no doubt that the ultimate ends of participation should be greater organisational effectiveness that enhances students' achievement. I argue that it should also be the constitution of a democratic citizenry and redistributive justice for international students from India to prevent them from being a disenfranchised group. My research is responding to the call of inclusion of silent voices in SaP scholarship. The voices of international students from India are missing in partnership discourses. For this reason, the research aims to examine how international students from India make sense of their experiences of being a partner in a student-staff partnership project in Australian universities. Using narrative inquiry through stories, as the researcher, I engaged in group discussions and multiple, semi-structured interviews with seven participants from India. Additionally, the researcher’s reflexivity of the partnership project experiences written in the form of vignettes creates an assemblage of myriad experiences. The findings seem coherent in acknowledging the partnership project as a multi-beneficial practice. As a mature-aged student from India, the researcher’s experience varies to the young participants. Advocating empowerment and dialogic discourses, I give readers the power to make sense of the stories by not providing a single truth. By analysing multiple phases and genres of representation, the accounts problematise its own construction and demonstrates researcher’s vulnerabilities that produces crystalized knowledge (Richardson, 2014) of SaP experiences.

**References**

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