

# A SYSTEMATIC REVIEW: NURSING STUDENTS' PERCEPTIONS OF TEACHER ATTRIBUTES THAT ENHANCE LEARNING IN PRIVATE NURSING SCHOOLS: A FOCUS ON KARACHI, PAKISTAN

Anum Gujrati<sup>1</sup>, Inayatullah Khan<sup>2</sup>, Samina Yasmeen<sup>3</sup>, Anny Ashiq Ali<sup>\*4</sup>

<sup>1</sup>Clinical Nurse Specialist, Aga Khan University Hospital

<sup>2</sup>Associate Professor, IQRA University Nursing College (IUNC), Pakistan.

<sup>3</sup>Assistant Professor, PAK Institute of Health Sciences, Islamabad

<sup>4</sup>Assistant Professor, IQRA University Nursing College (IUNC), Pakistan.

<sup>1</sup>[anumshiraz1992@gmail.com](mailto:anumshiraz1992@gmail.com), <sup>2</sup>[inayatullah.khan@iqra.edu.pk](mailto:inayatullah.khan@iqra.edu.pk), <sup>3</sup>[saminayasmeen71@gmail.com](mailto:saminayasmeen71@gmail.com),  
<sup>\*4</sup>[annyali248@gmail.com](mailto:annyali248@gmail.com)

<sup>1</sup><http://orcid.org/0000-0002-6317-3377>, <sup>2</sup><http://orcid.org/0009-0001-7450-707X>,

<sup>4</sup><http://orcid.org/0009-0000-7595-0156>

DOI: <https://doi.org/10.5281/zenodo.15394983>

## Keywords

Nursing Students, Perceptions,  
Learning, Nursing School

## Article History

Received on 05 April 2025

Accepted on 05 May 2025

Published on 13 May 2025

Copyright @Author

Corresponding Author: \*

Anny Ashiq Ali

Assistant Professor, IQRA  
University Nursing College  
(IUNC), Pakistan.

## Abstract

**Background:** Nursing education quality is primarily determined by the faras way of teaching and communicating with students. Faculty attributes are vital in determining students' academic results, self-assurance, reasoning skills, and skills required to work in the clinical environment. As healthcare education in Pakistan continues to change, it is ever more important to comprehend the way that nursing students perceive the teacher traits that encourage good learning.

**Materials and Method:** A systematic review was conducted following PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines. Electronic databases including PubMed, ScienceDirect, Emerald, and Google Scholar were searched using key terms: "Students as Partners," "faculty attributes," "teaching effectiveness," "student perceptions," and "nursing education" in combination with "Pakistan" and other global contexts.

**Results:** Among the faculty characteristics emphasized in the review by nursing students, elements such as mutual respect, openness, effective communication, inclusiveness, constructive feedback, and collaboration in teaching were identified as being of high importance. The reviewed literature highlighted the "Students as Partners" (SaP) with its core element representing the equal co-ownership of learning by students and faculty.

## Conclusion:

This research also shows how certain features of the faculty members' work help to create an inclusive and efficient environment for the nursing students. We also believe that it is possible to enhance collaboration between faculty and students as well as to introduce the SaP framework, which may help gain better academic outcomes and increase student autonomy.

## INTRODUCTION

In today's ever-changing healthcare arena, excellent patient care is only a classroom education away. For today's nursing students, their classroom instruction is largely impacted by the instructional method, approach, and interpersonal skills of instructors to influence their confidence and critical philosophies as future nurses. The education of nursing students is greatly influenced by their instructors' teaching and their approaches to students. How educators engage with their nursing students is extremely important, as it affects students' academic performance and broader confidence, analytical capacity, and clinical practice preparedness. Therefore, exploration of student viewpoints concerning effective teaching practices is very important for maximizing educational success and in the preparation of competent nurses.

According to Cook-Sather, Matthews, Ntem, and Leathwick (2018), partnership is reciprocity of learning, and pedagogical partnership is defined as when students and faculty are mutually involved in designing a learning forum. It could be either courses or assessment techniques. Therefore, it is well said that quality relationships between students and faculty matter in higher education for effective learning (Cook-Sather et al., 2018). Engaging in pedagogical partnerships often conferred within the framework of Students as Partners (SaP), which profoundly enfold students and teachers who collaborate on learning possibilities in higher education (Cook-Sather et al., 2018). SaP in learning has a historical background dating back to the student voice movement in 1990, which was based on social justice and democratic ideologies (Cook-Sather et al., 2018; Kinzie, Silberstein, & Palmer, 2021). Therefore, the role of a student was defined as a democratic ideal, enabling students into the partnership.

In nursing education, in which a strong foundation in theory and practice is of equal importance, teachers' importance is even more apparent. Teachers do more than just provide students with the information. They fulfil dual roles of facilitators and mentors, as well as role models, in molding students' professional identity and learning engagement. Educators who are empathetic, open-minded, well-versed in communication skills, give

thoughtful feedback, and are fair-minded can do a lot to help students' educational journey and drive. With the support, teachers create an environment where students feel safe, interact more actively, have better academic results, and clinical proficiency.

In Karachi, Pakistan, the varying cultural diversity and differing standards for education are the norm, and private nursing institutions often suffer from resource limitations while having high aspirations for student results. Understanding nursing students' views is important to reduce gaps between students' desires and the ways of teaching. Further, it offers a room for improving curricula and backing faculty so that their practices meet the genuine learning needs of students. Applied to the rest of the world with advancements in nursing education, inputting local data into global strategies, and policy decisions for nursing programs can be made.

This paper aims to gain comprehensive information related to the phenomenon under study. It begins with the search strategy along with prisma chart that is used to guide the literature review.

## Methodology

A comprehensive systematic review was conducted by using electronic databases such as Emerald, PubMed, and Science Direct. Moreover, sound literature was also obtained from Google Scholar. The keywords used while searching were, "Students as Partners" AND "Higher Education" displayed 457 results, "Student as Partners" AND "Benefits" AND "Barriers" showed 3 hits, "Students as Partners" AND "Teachers" AND "Experiences" emanated 349 results, "Scope" AND "Student as Partners" AND "Pakistan", "Students as Partners" AND "Practices" AND Pakistan" emanated 8 results, and "Students as Partners" AND "Students" AND "Challenges" AND "Pakistan" displayed 8 results. The terms Canada, USA, Europe, and Asia were added to access literature from global, regional, and national countries. The literature search was limited to a customized range filter of the past 10 years, full-text articles, related to keywords, and English language. A total of 624 hits were received after adding the mentioned filters.

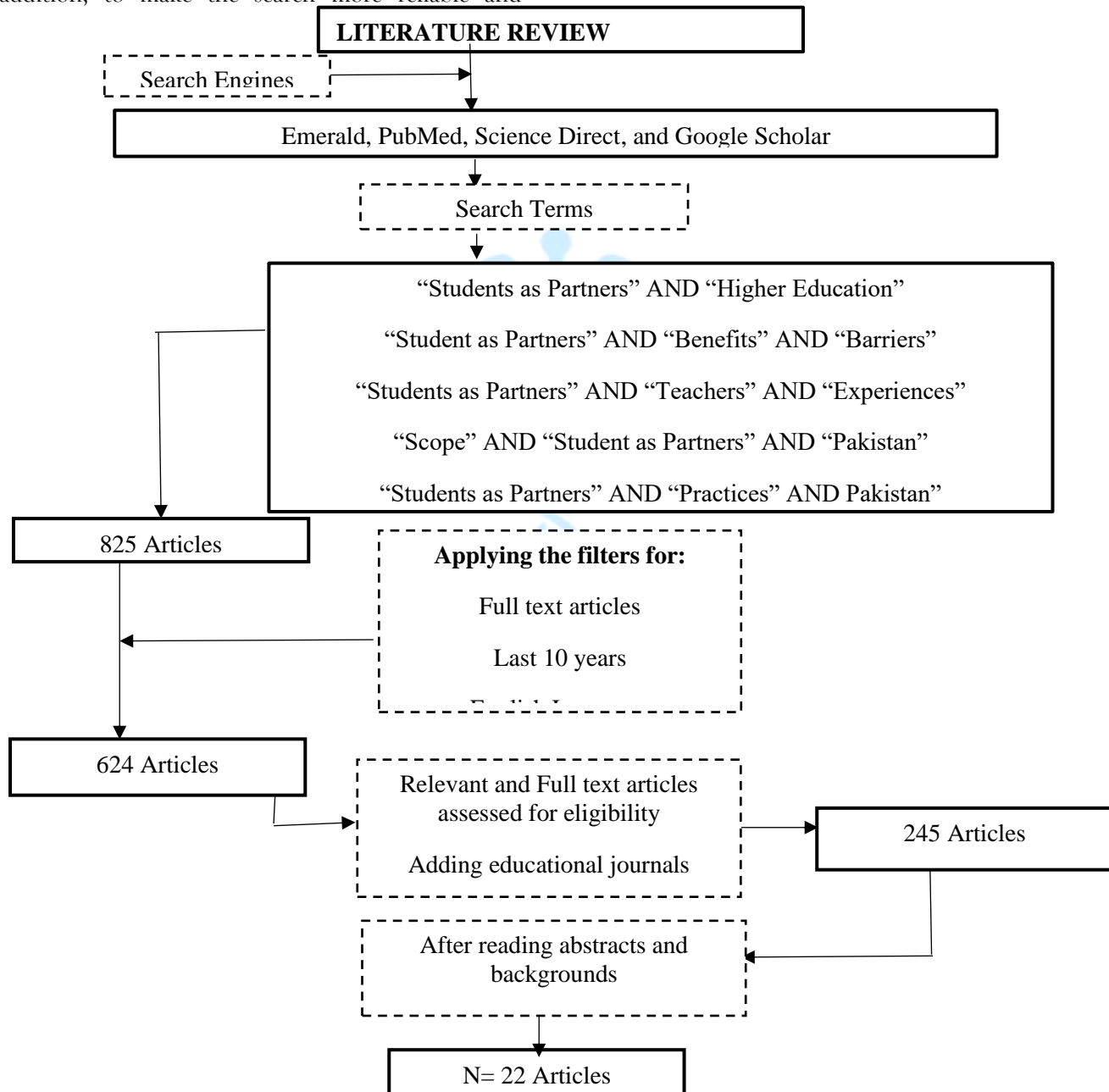
First, the titles and abstracts of the articles were read to select the articles relevant to the topic. The articles

that were extraneous to the topic and were not relevant to the objective of the study had been in a language other than English and had only abstracts were excluded. Furthermore, after shortlisting, a detailed review of selected articles was performed, which further determined their pertinence with the

relevant, educational journals such as Assessment and Evaluation in Higher Education, International Journal for Students as Partners, and Higher Education Research & Development were also approached. A total of 22 studies were finalized for the literature review (refer to Figure 1)

**Figure 1 Prisma**

topic, as well as a snowball approach was followed to reach primary sources from secondary sources. In addition, to make the search more reliable and



### Review Aim and Significance

Despite growing focus on student-centered learning, there is inadequate understanding of the context of South Asia, especially in Pakistan, regarding nursing student-influencing faculty attributes that impact their learning outcomes. Frameworks, such as Students as Partners (SaP) and democratic engagement, are supported by research from all over the world, but their feasibility and absorption in Pakistani private nursing programs are a subject of little study. This systematic review addresses this gap by drawing together available research that focuses on the way nursing students look at teacher characteristics that enhance the learning environment. This review attempts to identify central characteristics of faculty members that promote student engagement and collaborative learning, and assess the benefits, barriers, and hands-on strategies for establishing faculty-student partnerships in the context of nursing education. Understanding these dynamics is essential in directing the development of courses, faculty development, and institutional policy that promote effective, teaching-focused nursing education.

### Findings:

The findings provide rich insight into what factors make a student's success or failure in the learning process. Teachers' positive attitude and inclusive practices were identified as essential in helping the students acquire knowledge, develop self-confidence, and develop learning motivation. Furthermore, acknowledging barriers, such as a lack of time and/or experience of students, helps educators personalize the way of teaching and maximize the experience of learning. The fact is that the research states that the educators will be able to develop proactive learning approaches to address these issues, through which they will contribute to better learning outcomes for students.

The implications of the results suggest faculties of universities should be wise enough to create policies in favor of a more student-centered way of thinking in education and learning. This kind of approach empowers the educators and at the same time charges the engagement levels of the students, hence increasing the level of education universally. The adoption of such policies will encourage the students

to take greater responsibility for their learning, which will increase their confidence and make the learning process more active.

As is the case with many educational systems worldwide, nursing education appreciates the need to develop traits in teachers that will engender active participation by students. The results evidence successful introduction of strategies in several countries, like Jordan, targeting to increase the gap between academe theory and implementation. From these, it is evident that the students have to use strong collaborations with teachers to enhance the development of student resilience and increase overall performance. The importance of the formation of a partnership between the teacher and the student and the improvement of the methods of making teaching student-centered is stressed as a result of research. Further examination of how student partnerships are being globalized amid educational diversity needs to be undertaken.

A qualitative study organized in Norway supported that democracy and self-governance lead to a student-centred approach (Holen, Ashwin, Maassen, & Stensaker, 2020). On the contrary, a mixed-method study was conducted in a South Korean college with 21 students in which a focus group and data analysis showed that students were more passive and obedient to their teachers (Choi & Kim, 2020, p.42). Hence, student evades themselves from the active partnership. The concept and practice of SaP are still in the emerging phase. A widely referenced definition of partnership by Cook-Sather, Bovill, and Felten (2014), "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" (p. 6). On the whole, few studies support and few oppose with theory, and still, it is finding its roots.

**Educational System Across the Globe.** Nursing education holds phenomenal importance in terms of teaching attributes by the teachers and nurse educators around the globe. Globally, students' views have been modified in terms of attributes of nursing educators and teachers in the enhancement and upliftment of experiences of students and their

learning, which has implicit importance. Strategies have been implemented in every education system across the globe to make the students' learning experiences satisfactory. According to a study in Jordan, a four-part strategy was initiated to identify gaps in nursing practice and theory. underpi

### Factors Which Promote Student Partnership in Teaching and Learning

**Democracy and Liberalization.** It acknowledges that SaP is a flexible practice in which students and faculty are dynamically engaged through partnership. To achieve productivity in the learning process, this partnership focuses on interaction orientation rather than driving the outcomes. Intrinsically, educational partnerships provide opportunities to foster resilience and to help students recognize their learning constructively (Ostrowdun, Friendly, Matthews, de Bie, & Roelofs, 2020).

According to Bovill (2019), concepts such as student engagement, partnership, and participation have developed considerable interest in learning outcomes. These concepts are based on student-centred learning in response to the neoliberal transformation in higher education. (Cannella & Koro-Ljungberg, 2017; Dollinger & Mercer-Mapstone, 2019). The fact that this partnership created liberalization provides evidence for Wijaya Mulya's (2018) argument that the mutuality of partnership confronts the neo-liberalization of the university (as cited in McKenny & Anderson, 2019). The researchers condemned the rise of the learning trust as a response to the increasing neoliberal forces. They also specified that students are apparent in the educational system as clients instead of as thinkers or learners (Cannella & Koro-Ljungberg, 2017; Cook-Sather & Felten, 2017; Matthews, Dwyer, Hine, & Turner, 2018). As a contemporary study, SaP is challenging in terms of neoliberal views and traditions, which have initiated the space for interactive descriptions about learning and teaching in higher education (Matthews et al., 2018). Neo-liberalism has been enhanced by student engagement, which has a great emphasis on performance, neglects student freedom and learning (Bryson & Callaghan, 2021).

**Freire's Philosophy and Ethics of Reciprocity.** The epistemology that underpinned the concept of SaP is to build practice-based knowledge through the scope of the student-faculty partnership (Reimers, 2020). According to Monico and Kupatadze (2020), in the traditional hierarchical student-faculty relationship, faculty undertake the role of experts who are responsible for sharing their expertise with students. This experience is closely aligned with Freire's pedagogical philosophy. Freire (1968) highlighted the banking model in his most influential work, *Pedagogy of the Oppressed*. This model critiques that students are passive learners and receive whatever has been taught to them. Hence, this pedagogy is faculty-centred (Peters & Mathias, 2018). On the contrary, SaP views teaching as an Egalitarian opportunity. To navigate this thought, Cook-Sather and Felten (2017) in their book "Ethics of Academic Leadership: Guiding Learning and Teaching" highlights that SaP is endorsed within "an ethic of reciprocity" that strengthened by partnership principles of respect, reciprocity, and co-creation in teaching and learning (Martens, Meeuwissen, Dolmans, Bovill, & Konings, 2019).

**Co-creation, Constructivism and Respect.** A partnership-based model also revolves around the principle of Co-creation. The aim is to strengthen the collaboration between faculty and students by accepting students' perspectives (Bovill et al., 2016) and enabling students to effectively collaborate with faculty (Martens, Spruijt, Wolfhagen, Whittingham, & Dolmans, 2019). An exploratory analysis by Doyle, Buckley, and Whelan (2018) critiques that co-creation within the educational domain possesses constructivist properties. Moreover, co-creation must reflect active and creative participation. However, Holen et al. (2020) claimed that there is an absence of literature support regarding university policies towards student and teacher partnership and how they develop over time.

The aforesaid evidence indicates to accept that the achievement of student and teacher partnerships in an organization has some prerequisites. As mentioned, reciprocity, respect, commitment, liberation, co-creation, and the autonomy of teachers and students are required for effective participation and partnership in teaching-learning.



### **Benefits, Barriers, and Ways Out for Student-Teacher Partnership**

The beneficial outcomes of student-teacher partnerships in learning are emerging in the literature. Few researchers highlighted that the integration of the student partnership approach in teaching and learning provides a platform for students to take accountability for their learning (Cook-Sather et al., 2014). Whereas, Bovill et al. (2019) emphasized that it amplifies leadership skills augmented with motivation and self-monitoring throughout the learning process for students and teachers. Moreover, scholars have also claimed that this approach transforms a sense of responsibility and level of respect among teachers and students. Ultimately, this approach brings teachers and learners to a point where they can grow together in an effective learning environment.

Previous researchers corroborated that students are keen to become a part of these teaching-learning partnerships (Martens, Wolfhagen, Whittingham, & Dolmans, 2020). Researchers in the past have corresponded this claim with Monico & Kupatadze's (2020) study, which explored that students who collaborated as partners in teaching-learning felt "in control" over their learning process. Thus, this learning environment brings liberation to learning, such as peer learning via sharing practices and receiving feedback, reinforcing knowledge, and enhancing confidence as a facilitating factor. However, teachers' perceptions are less favourable regarding teaching-learning partnership (Bovill et al., 2016; Matthews et al., 2018). The study has illustrated that teachers have numerous obstacles to active student participation, for example, the investment of additional time, students' lack of content expertise, communication gaps, students' attitude and perception of superiority, making teachers hesitant to empower students (Bovill et al., 2016).

The above-mentioned studies lead us to consider that the attainment of student-teacher partnership in teaching-learning is limited to certain conditions. Also, the study has identified a few fundamentals to establish student-teacher partnerships that, in the student's view, are necessary. For example, mutual respect. As deeply cited by Cook-Sather et al. (2014)

that reciprocal respect denotes the mutually accepted relationship of giving and taking among students and teachers. The commitment of teachers and students is another factor. Bendermacher et al. (2017) claimed that the obligation between teachers and students is to be willing to improve learning through active participation (as cited in Martens et al., 2020). Holen et al. (2020) support that student influence and autonomy grow simultaneously; students must believe that they can bring improvement in learning processes and that they have the freedom to contribute to the learning process through active participation.

### **Gap Analysis:**

The past eight years' analysis brings out the fact that the Western educational model has played a great role in influencing the educational methodologies in countries including China, Indonesia, Malaysia, and Singapore, as advanced by Liang and Matthews (2020). Several of these nations are adopting Western education methods to improve their education systems, but the need for the development of student-teacher collaboration as a teaching method is only emerging now in many places.

One of the significant changes that are presented in the research is a shift from traditional teaching practices to a learner-based pedagogy. Institutions that adopt a collaborative approach despite facing several complexities find students being involved more in the matters of decision-making, providing fruitful feedback and improvements as regards learning results. The review highlights the fact that learners are more likely to enjoy better, significant learning experiences when the teacher is constructively positioned as a facilitator. However, the scholarly work reveals many hurdles that educators may encounter while trying to develop this partnership approach into reality. However, teachers continue with co-creation and have a strong relationship with students, which allows them to overcome these barriers and help to create a more successful learning environment. Although numerous global studies have investigated the student-teacher relationship, no investigation has ever been undertaken in Pakistan in this field. As no research of this sort has been conducted in Pakistan,

it is crucial to explore how student-centered learning approaches are implemented beyond theory and what the impact is within the context of the educational environment of Pakistan. This gap's closing would make designing and implementing some concrete interventions that can understand in actively help both teachers' and students' learning in Pakistan possible.

### Discussion

This review aimed to explore nursing students' perceptions regarding faculty attributes that enhance learning within a private nursing school in Karachi, Pakistan. The findings revealed that mutual respect, inclusive teaching practices, and a collaborative learning environment significantly contribute to positive educational experiences. These attributes not only facilitate cognitive learning but also promote emotional and professional development among nursing students.

The results are consistent with recent studies in nursing education across different cultural and regional contexts. For example, Buanz et al. (2024) conducted a study in Saudi Arabia involving nursing students, faculty, and preceptors, which identified evaluation skills, interpersonal relationships, and teaching competence as core attributes of effective clinical instructors. Similarly, a 2023 qualitative study conducted in Jordan emphasized the importance of role modeling, professional knowledge, caring behaviors, and communication effectiveness in building a conducive learning environment.

In Pakistan, Hussain et al. (2023) explored similar themes and found that nursing students highly valued teachers who showed motivation, subject mastery, accountability, and respectful communication. The presence of these attributes was associated with an increase in student motivation, engagement, and academic achievement. On the contrary, behaviors such as favoritism, neglect, and punitive actions were reported to hinder the learning process and discourage student participation.

A noteworthy framework relevant to these findings is the "Students as Partners" (SaP) approach, which is gaining momentum globally. Gujrati (2023), in her study at Aga Khan University in Karachi, found a growing acceptance of collaborative learning

approaches among both faculty and students. SaP promotes shared responsibility, where students actively participate in course design, content development, and pedagogical strategies. However, challenges such as rigid hierarchies, lack of institutional support, and unclear role definitions still pose significant barriers to its full implementation in many South Asian contexts.

Another emerging theme in current literature is the link between teacher autonomy support and student competence. A recent Saudi Arabian study (2024) demonstrated a strong positive correlation between teacher autonomy support and perceived student competence, which ultimately enhanced academic performance. This finding supports the notion that faculty members who empower students through guided autonomy and trust contribute more effectively to their holistic development.

Despite the promise of these innovative models and strategies, several challenges remain in promoting effective student-faculty partnerships. Barriers identified in this study and supported by global literature include time constraints, limited student expertise in educational content, communication gaps, and institutional inertia. Overcoming these challenges requires a multi-level approach involving curriculum reform, faculty development programs, and policies that promote active student participation and feedback.

In conclusion, this review reaffirms the central role of faculty attributes in shaping student learning experiences in nursing education. Mutual respect, effective communication, and inclusive, collaborative teaching methods emerged as critical components of a supportive learning environment. Integrating frameworks such as SaP and encouraging autonomy-supportive teaching can transform traditional classroom dynamics, fostering deeper engagement and professional growth. Moving forward, institutions must address systemic barriers to sustain such innovations and ensure continuous improvement in nursing education.

### Conclusion

The review highlights the pivotal role of faculty attributes in enhancing nursing students' learning experiences. Attributes such as mutual respect, effective communication, and inclusive teaching

practices are instrumental in fostering a conducive learning environment. The integration of the Students as Partners framework presents an opportunity to transform traditional educational paradigms, promoting active student engagement and shared responsibility in the learning process. However, the successful implementation of such collaborative approaches necessitates addressing existing barriers through institutional support, faculty training, and policy reforms. Future research should focus on longitudinal studies to assess the long-term impact of student-teacher partnerships on educational outcomes in nursing education within Pakistan and similar contexts.

## REFERENCES

- Bovill, C. (2019). Student-staff partnerships in learning and teaching: An overview of current practice and discourse. *Journal of Geography in Higher Education*, 43(4), 385–398.
- Bryson, C., & Callaghan, L. (2021). A whole cohort approach to working in partnership between students and staff: Problematising the issues and evaluating the outcomes. *Student Engagement in Higher Education Journal*, 3(2), 177–178.
- Cannella, G. S., & Koro-Ljungberg, M. (2017). Neoliberalism in Higher Education: Can We Understand? Can We Resist and Survive? Can We Become Without Neoliberalism? *Cultural Studies ↔ Critical Methodologies*, 17(3), 155–162. <https://doi.org/10.1177/1532708617706117>
- Choi, B. K., & Kim, M. S. (2020). The student-faculty interaction beyond the formal curriculum in South Korea. *Higher Education Quarterly*, 75(1), 35–50. <https://doi.org/10.1111/hequ.12261>
- Cook-Sather, A., Bovill, C., & Felten, P. (2014). *Engaging students as partners in learning and teaching: A Guide for Faculty*. John Wiley & Sons.
- Cook-Sather, A., & Felten, P. (2017). Ethics of academic leadership: Guiding learning and teaching. *Cosmopolitan Perspectives on Academic Leadership in Higher Education*, 175–191.
- Cook-Sather, A., Matthews, K. E., Ntem, A., & Leathwick, S. (2018). What we talk about when we talk about Students as Partners. *International Journal for Students as Partners*, 2(2), 1–9. <https://doi.org/10.15173/ijpsap.v2i2.3790>
- Dollinger, M., & Mercer-Mapstone, L. (2019). What's in a Name? Unpacking Students' Roles in Higher Education through Neoliberal and Social Justice Lenses. *Teaching & Learning Inquiry*, 7(2), 73–89. <https://doi.org/10.20343/teachlearninqu.7.2.5>
- Doyle, E., Buckley, P., & Whelan, J. (2018). Assessment co-creation: an exploratory analysis of opportunities and challenges based on student and instructor perspectives. *Teaching in Higher Education*, 24(6), 739–754. <https://doi.org/10.1080/13562517.2018.1498077>
- Holen, R., Ashwin, P., Maassen, P., & Stensaker, B. (2020). Student partnership: exploring the dynamics in and between different conceptualizations. *Studies in Higher Education*, 1–12. <https://doi.org/10.1080/03075079.2020.1770717>
- Kinzie, J., Silberstein, S., & Palmer, D. (2021). Elevating Student Voice in Assessment: Approaches to Using NSSE's Student Comments. *Assessment Update*, 33(2), 1–16. <https://doi.org/10.1002/au.30245>
- Liang, Y., & Matthews, K. E. (2020). Students as partners practices and theorisations in Asia: A scoping review. *Higher Education Research & Development*, 40(3), 552–566.
- Martens, S. E., Meeuwissen, S. N. E., Dolmans, D. H. J. M., Bovill, C., & Könings, K. D. (2019a). Student participation in the design of learning and teaching: Disentangling the terminology and approaches. *Medical Teacher*, 41(10), 1203–1205.
- Martens, S. E., Spruijt, A., Wolfhagen, I. H. A. P., Whittingham, J. R. D., & Dolmans, D. H. J. M. (2019b). A student's take on student-staff partnerships: experiences and preferences.



- Assessment & Evaluation in Higher Education, 44(6), 910-919
- Martens, S. E., Wolfhagen, I. H. A. P., Whittingham, J. R. D., & Dolmans, D. H. J. M. (2020). Mind the gap: Teachers' conceptions of student-staff partnership and its potential to enhance educational quality. *Medical Teacher*, 42(5), 529-535. <https://doi.org/10.1080/0142159x.2019.1708874>
- Matthews, K. E., Dwyer, A., Hine, L., & Turner, J. (2018). Conceptions of students as partners. *Higher Education*, 76(6), 957-971.
- McKenny, P., & Anderson, C. (2019). Quality with integrity: Working in partnership to conduct a program review. *International Journal for Students as Partners*, 3(2), 27-43.
- Mercer-Mapstone, L., Dvorakova, S. L., Matthews, K. E., Abbot, S., Cheng, B., Felten, P., Knorr, K., Marquis, E., Shammass, R., & Swaim, K. (2017). A Systematic Literature Review of Students as Partners in Higher Education. *International Journal for Students as Partners*, 1(1).
- Monico, C., & Kupatadze, K. (2020). Developing meaningful and practical global experiences through student-faculty-community partnerships. *International Journal for Students as Partners*, 4(2), 9-26.
- Ostrowdun, C.P., Friendly, R., Matthews, K.E., de Bie, A., & Roelofs, F. (2020). Holding space and engaging with difference: Navigating the personal theories we carry into our pedagogical partnership practices. *International Journal for Students as Partners*, 4(1).
- Peters, J., & Mathias, L. (2018). Enacting student partnership as though we mean it: Some Freirean principles for a pedagogy of partnership. *International Journal for Students as Partners*, 2(2), 53-70.
- Reimers, F. M. (2020). Transforming education to prepare students to invent the future. *PSU Research Review*, 4(2), 81-91. <https://doi.org/10.1108/pr-03-2020-0010>
- Buanz, S. F., Alsenayien, A. Y., Altharman, H. A., Alnaqi, R. I., Llaguno, M. B. B., Mousa, O., & Siraj, R. A. (2024). Nursing students, faculty, and preceptors' perception of effective characteristics of clinical instructors: A cross-sectional study. *SAGE Open Nursing*, 10, 1-10. <https://doi.org/10.1177/23779608241298427ResearchGate+2PMC+2SAGE Journals+2>
- Gujrati, A. (2023). Exploring perceptions of students and faculty towards collaborative learning approaches at Aga Khan University, Karachi. *Journal of Nursing Education and Practice*, 13(5), 45-52.
- Hussain, M., Ahmed, S., & Khan, R. (2023). Nursing students' perceptions of effective teaching attributes in Pakistan: A qualitative study. *Pakistan Journal of Nursing and Midwifery*, 7(2), 25-31.
- Khan, A., & Alghamdi, H. (2024). The relationship between perceived teacher autonomy support, perceived competence in learning, and academic performance among nursing students. *Nurse Education Today*, 127, 105678. <https://doi.org/10.1016/j.nedt.2024.105678>