

**Significant Shifts in Theory and Practice: From Active Student Engagement
and Participation to Student-Faculty Partnership**
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**Co-creating a Classroom Environment Conducive to Learning:
Student Input/Feedback, Participation, and Partnership**

It is helpful to think of creating a classroom conducive to learning as the shared responsibility of you and your students and of gathering student input and feedback on courses as an ongoing conversation with students rather than a one-time request at the end of the course.

In consulting and collaborating with students, focus on what makes an engaging, demanding, and supportive learning environment, not on preferences (likes and dislikes). Consider the following:

- (1) Have a discussion during an early session of your course in which you ask students (a) what their hopes and aspirations are for the course and (b) what kind of classroom environment has been conducive to their learning in the past. Drawing on these, create an agreed-upon set of guidelines for participation that will support students in achieving their goals as well as the stated course goals.
- (2) In week 5 of the semester (or thereabouts), ask the students to revisit the guidelines you generated as a group. Are they still useful and reflective of what the group wants? Do they need to be revised?
- (3) In week 7 (or thereabouts) generate a set of questions upon which you want student input, including questions about the classroom environment, the assignments, the activities you have designed for the course, etc. Many faculty have used versions of these questions:
 - a. What is working well for you in this class? (perhaps specifying particular components of the class upon which you want feedback: readings, class discussions, assignments, class dynamic, etc.)
 - b. What is not working or what are you struggling with?
 - c. What is the professor doing to support your learning and what could the professor change to improve your learning experience in this class?
 - d. What are you doing to further your own learning and what could you do differently to improve your learning experience in this class?
- (4) Create and conduct a final course evaluation that mirrors the stated course goals as they intersected with the students' hopes and aspirations and that is consistent with the kinds of questions you asked at the midpoint.

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