

Developing and Extending Student-Faculty Partnership Approaches

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Ideas for Partnerships with Students Currently Enrolled in Your Courses

(1) Invite different perspectives into respectful dialogue

- Be clear about but not impositional with your own biases and commitments. They inform your practice regardless of whether you name them or not, so naming them makes for a more genuine dialogue.
- Invite students to do the same.
- Create a classroom space within which different perspectives are welcome and valued, using questions such as:
 - Would anyone like to speak who has not had a chance to do so yet?
 - Does anyone have a different interpretation?
 - Did anyone get a different answer or take a different approach to that problem?

(2) Invite students to co-design assignments

- Share with students your ideas and expectations for a particular assignment—your pedagogical rationale and your learning goals for students.
- Invite them to contribute their own goals and, where possible, content, shaping the assignment in ways that are meaningful to them.

(3) Get to know students and let them know you...in appropriate ways

- Where are the places in your curriculum and pedagogy that invite difference of identity and experience to intersect with course content?
- Use a beginning-of-semester questionnaire to get to know students
- Ask students why they are taking your course, what they hope to get out of it, how their studies in your subject area intersect with their wider/longer-term goals, etc.

(4) Create various forums for participation

- Think about the nature of participation you want from students—listening and taking notes, engaging in discussion, etc.—and think about what different learning styles, cultural and otherwise, students bring to your classroom, then configure the room in various ways at different times so that it is most conducive to each of those modes and styles.
- For active student participation, create smaller, structured forums—talking briefly with one other student; writing for a minute, then sharing with a partner, then sharing with the larger group; etc.—within which students can clarify and deepen their own ideas, gain confidence, and prepare to contribute to larger class discussion.
- Consider ways students can become active facilitators of learning in your course.

(5) Co-create assessment and grading criteria

- Share your criteria for a given assignment and the rationale behind those.
- Invite students to generate some of their own criteria, perhaps some to be shared and some individual (depending on the size of the class).
- Agree upon a set of criteria that is co-created.

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Selected Ideas from Cook-Sather, Bovill, and Felten (2014) *Engaging Students as Partners in Learning and Teaching: A Guide for Faculty*

Ideas for Partnerships with Students Not Currently Enrolled in Your Courses

(1) Seek student partners in course redesign

- Invite a student or group of students who have taken a course with you to meet with you and offer feedback on the course and suggestions for revision to make it more inclusive and conducive to everyone reaching their potential.
- This can be a one-time meeting, several meetings, or a semester- or summer-long project.
- If it's long term, investigate whether work-study or academic credit options might be available to compensate students.

(2) Seek student partners in course design

- As you are planning a course, invite a group of students who might be interested in the course or who have perspectives you particularly want to learn from to offer input on drafts of the syllabus, assignments, etc.
- This can be a one-time meeting, several meetings, or a semester- or summer-long project.
- If it's long term, investigate whether work-study or academic credit options might be available to compensate students.

(3) Invite students to visit your class and observe your teaching

- Consider a one-time visit, several visits, or a semester-long partnership in which a student visits your class and offers you feedback on a pedagogical issue you identify.
- Investigate whether work-study or academic credit options might be available to compensate students.

(4) Invite students to research a curricular or pedagogical issue in relation to a course

- Identify a curricular or pedagogical issue you wish to explore for your course
- Co-create with students interview questions, sets of resources, and other kinds of information you wish to collect from students in the course and from various sources

(5) Invite students to conduct research into institutional questions or issues

- Ask students to conduct focus groups on issues the institution has identified as priorities, then share their findings with the campus community.
- Ask students to identify issues they consider priorities and gather student perspectives on those, then share their findings with the campus community.
- Investigate whether work-study or academic credit options might be available to compensate students.