Annotated Bibliography of Publications from the Teaching and Learning Institute at Bryn Mawr and Haverford Colleges

The following is a set of publications produced by Alison Cook-Sather, Director of the Teaching and Learning Institute at Bryn Mawr and Haverford Colleges, and her colleagues both on and beyond the Bryn Mawr campus.


In this essay we use the conceptual framework offered by ‘translation’ to analyze the collaborative work of participants in a student-faculty partnership program focused on pedagogical explorations. We argue that, through their collaboration, faculty members and student consultants transform perceptions of classroom engagement, terms for naming pedagogical practices, and, more metaphorically, themselves. Drawing on audiofiles of selected meetings and the informal and published written reflections of participants, we illustrate how they engage in the never-finished process of change that enables mental perceptions, linguistic terms, and human selves to be newly accessible to comprehension, communication, and expression/performance. Such transformations of ways of seeing, naming, and being preserve some integral meaning and, at the same time, alter understanding as well as the power, position, and actions of those involved in the exchange. We provide examples of how participants in this student-faculty partnership program transform themselves through their collaboration while in partnership and also how the changes they experience and effect endure beyond the time of partnership and into other realms of participants’ lives. We touch upon what is “lost” in translation as well and the necessity of ongoing efforts to make meaning through collaborative explorations, analyses, and re-renderings.


This article is about and for teachers wishing to open space at the intersection of the affective and the cognitive—space, we argue, that is particularly conducive to deep learning and within which students can empower themselves as learners and knowers. Drawing on written and spoken reflections of three faculty members, we explore how they engage students beyond the cognitive, in ways that are transformative. Although their pedagogical approaches developed out of particular disciplinary teaching challenges, the underlying principles transcend field-specific boundaries, offering inspiration to anyone interested in creating conditions for learning to occur holistically and collaboratively.


This chapter argues for a new model of academic leadership within higher education. To contextualize this argument it includes a brief review of the neoliberal values that, many argue, dominate post-secondary educational contexts and define the ethic of much educational practice. It then offers a summary of an ‘ethics of connectivity’, the antithesis of a neoliberal ethic and an ideal that cannot be realized unless there is a profound shift in dominant paradigms of higher education. The rest of the chapter is devoted to an explication of academic leadership that embraces an ethic of reciprocity and the practice of partnership in programmatic, group, and individual approaches to improving educational experiences in higher education. It suggests that such an ethic and practice constitute a distinct form of academic leadership within a ‘rooted’ or ‘embodied’ cosmopolitanism and might serve as a bridge between the current reality and the utopian ideal.

An introduction to a collection of chapters focused on how faculty in higher education contexts in Italy work with students in the spirit of partnership to make learning engaging and to engage in learning.

This article describes an approach to the orientation and development of incoming faculty built around undergraduate students in the role of pedagogical consultant. Opportunities for dialogue and collaboration are offered before new faculty arrive on campus, as part of orientation before classes begin, during the first semester of teaching, and in subsequent semesters. These opportunities constitute an over-time, student-faculty partnership model for supporting faculty as they develop their pedagogical commitments and professional identities in new contexts. Grounded in scholarship on new faculty orientation and educational development and drawing on the reflections of incoming faculty who have participated in this approach, this article offers an overview of each opportunity and recommendations for academic developers who might want to create similar partnership models for new faculty orientation and academic development.

This qualitative case study describes the ways in which undergraduate students positioned as pedagogical consultants can help faculty view their classroom practice from a new angle. It includes a brief review of literature on students as active partners in teaching and learning and a short description of one program that supports such partnerships. The majority of the article focuses on the observational techniques student consultants in this program use in their partnerships with faculty. It highlights the benefits to those faculty members and to students enrolled in the faculty members’ courses and touches on benefits to student consultants.

Children’s right to be educated in a way that respects their rights, including their right to have meaningful input into what and how they are taught, has been protected for over 25 years by the United Nations Convention on the Rights of the Child. Running for the most part parallel to this Convention has been an active and diverse movement to promote “student voice.” What the two have in common is a recognition that students should be treated with respect and supported in shaping their own learning experiences. Approaches to curriculum and pedagogy that position students as respected partners—agents with rights, a voice, and power alongside teachers and others in the educational realm—are those which are most closely aligned with a children’s rights-based approach. This chapter describes the emergence of the children’s rights and student voice movements and offers a summary of curricular and pedagogical approaches consistent with the premises of both. It makes links between children’s rights and student voice and discusses the potential of the Convention on the Rights of the Child to enhance student voice efforts. Finally, it describes rights-respecting curriculum and pedagogy that embody respect for the worth of the individual and entitlement to exercise influence over his or her own life.

Against a backdrop of rising interest in students becoming partners in learning and teaching in higher education, this paper begins by exploring the relationships among student engagement, co-creation and student-staff partnership before providing a typology of the roles students can assume in working collaboratively with staff. Acknowledging that co-creating learning and teaching is not straightforward, a set of examples from higher education institutions in Europe and North America illustrates some important challenges that can arise during co-creation. These examples also provide the basis for suggestions regarding how such challenges might be resolved or re-envisioned as opportunities for more meaningful collaboration. The challenges are presented under three headings: resistance to co-creation; navigating institutional structures, practices and norms; and establishing an inclusive co-creation approach. The paper concludes by highlighting the importance of transparency within co-creation approaches and of changing
mindsets about the potential opportunities and institutional benefits of staff and students co-creating learning and teaching.

**Cook-Sather, A. (2015). Addressing the Question of Authenticity in Middle Grades Student Voice Work: Wrestling with Politics, Power, and Purpose in Education. Middle Grades Review, 1, 2.**
Available at: http://scholarworks.uvm.edu/mgreview/vol1/iss2/2
Introduction to this special issue focused on authenticity in student voice work at the middle grades level.

**Cook-Sather, A. (2015). Dialogue Across Differences of Position, Perspective, and Identity: Reflective Practice In/On a Student-Faculty Pedagogical Partnership Program. Teachers College Record, 117, 2.**

**Background:** Inspired by various conceptualizations of both cultural diversity and cross-role partnership, this discussion challenges the assumption that holds sway in many people’s minds: Differences primarily divide us. The context for this argument is a program that pairs undergraduate students and faculty members in semester-long partnerships to explore and revise pedagogical practices.

**Purpose:** The purpose of this article is to explore how dialogue across differences supported by a student–faculty partnership program can inspire greater openness to and appreciation of differences. The focus is on fostering deeper connection and empathy across student and faculty positions, perspectives, and cultural identities.

**Research Design:** Through systematically documented reflective practice, I draw on audio-recorded conversations, mid- and end-of-semester feedback, and follow-up interviews with student and faculty participants in the program, as well as on my own reflective notes and less formal communication with participants, to identify the ways in which these faculty and students conceptualize differences as resources for learning.

**Findings:** Through supporting the demanding work of communicating and collaborating across differences, this program makes it normative for differences to exist and for people in relationships to benefit from them. The student–faculty partnerships evoke deliberate consideration of differences in position, perspective, and identity within collaborative work, which, in turn, generate ongoing critical reflection with the promise of changing higher educational practices.

**Conclusions/Recommendations:** Higher education needs to create more opportunities for students and faculty to engage in dialogue across various kinds of difference. Suggestions are offered for how to create structures and support within which faculty and students can forge new perspectives that allow them to draw on differences as a uniting rather than a dividing force.


This chapter explores how mapping patterns of student participation in classroom discussion can both illuminate and complicate the dynamic relationships among identity, physical position in the classroom, student engagement, and course content. It draws on the perspectives of an undergraduate in the role of pedagogical consultant, a faculty member who worked in partnership with that student, and the coordinator of the program through which this collaborative exploration unfolded. The authors provide multiple angles of vision on the impetus behind, approach to, results of, and interdisciplinary possibilities of mapping classrooms and offer recommendations and cautions regarding the use of mapping.

The notion of threshold concepts provides a useful frame for exploring the challenges undergraduate students face when invited into pedagogical partnership with faculty members. Becoming such partners — informants, active participants, and change agents in analyses and revisions of teaching and learning practices — entails students redefining their roles, responsibilities, and sense of themselves. This redefinition, both required for and inspired by student-faculty partnership, proves troublesome, transformative, discursive, irreversible, and integrative. In a case study of the Students as Learners and Teachers (SaLT) program at Bryn Mawr College, we discuss how crossing the threshold constituted by student-faculty partnership in pedagogical planning fosters in students greater engagement in and responsibility for learning. This discussion complements recent arguments for how student-faculty partnership functions as a threshold concept for faculty and what insights and practices are possible if faculty cross the threshold. Implications for higher education include the potential of reconceptualizing our classrooms as more democratic spaces and the work of teaching and learning as more of a shared responsibility.


Abstract: This book provides a rationale for student-faculty partnerships in higher education, a discussion of the benefits and perils of such partnerships, and multiple examples of actual partnerships. Drawing on both scholarly research and a wide range of examples from practice, we discuss how student-faculty partnerships enhance engagement, motivation, and learning; support students and faculty in developing meta-cognitive awareness and a stronger sense of identity; and improve teaching and the classroom experience. We also discuss the ways in which student-faculty partnerships benefit programs and institutions, creating a more collaborative culture in higher education contexts overall. We provide a set of guiding principles and practical strategies that are foundational to student-faculty partnerships across contexts, and we offer various examples of actual partnerships individual faculty have developed with students, whether or not they have support from colleagues or their institution, in: (1) designing a course or elements of a course; (2) responding to students’ experiences during a course; and, (3) providing feedback on, or even grading, student work. We also present programmatic student-faculty partnerships that support (1) designing or redesigning a course before or after it is taught; (2) analyzing classroom practice within the context of a course while it is being taught; and (3) developing research partnerships that catalyze institutional change. Finally, we present diverse approaches to assessing the outcomes of student-faculty partnerships.


As educational research that embraces “student voice” has proliferated, the concepts and practices associated with this work have multiplied to address the particular philosophical, methodological, and ethical issues involved. This discussion summarises the key developments in the trajectory of student voice in educational research from the early efforts in the 1990s to elicit student perspectives regarding their learning, through to more current approaches to working with students as partners in or as leaders of research projects. Encompassing reference to student voice in research in early childhood, elementary, secondary, and tertiary educational contexts, the article touches upon the various meanings of “student voice”; the relationship among voice, rights, respect, and power; research methods that have evolved to integrate student voice and participation; the diversification of voices included in student voice research; and changes in (re)presentation of students in educational research.


Provides definitions of terms and explores student voice in teacher development at different stages and levels (pre-service preparation for teaching in elementary and secondary schools; professional development for practicing elementary and secondary teachers; faculty learning and professional development in higher
education; the Scholarship of Teaching and Learning; assessment of and for student and teacher learning). Includes discussion of cautions and concerns (complicating traditional power dynamics; making decisions regarding inclusion and representation; avoiding uncritical notions and practices of student voice; and attending to ethical considerations), and presents positive outcomes (students developing deeper engagement and agency; teachers revising perspectives, roles, and practices).


Presents SaLT as an example of a program that counters traditional hierarchies and imbalanced power relations and fosters a shift in institutional culture toward a more dialogic and collaborative approach to teaching and learning. Draws on reflections of student and faculty participants to illustrate how the program catalyzes student, faculty, and institutional transformation.


Traditional structures in higher education support a separation between faculty members’ and students’ perspectives on classroom practice. This is in part because student-faculty interactions are typically defined by a focus on content coverage and by a clear delineation between faculty and student roles in engaging that content. This paper focuses on key findings from an ongoing action research study that aims to address these basic questions: (1) What happens when faculty and students engage in structured dialogue with one another about teaching and learning outside of the regular spaces within which they interact? and (2) How can such dialogic engagement become a part of both students’ and teachers’ practice? The study takes place within the context of a program that supports undergraduate students and college faculty members in semester-long partnerships through which they explore teaching and learning. The goal of these explorations is to examine, affirm, and, where appropriate, revise pedagogical practice. Constant comparison/grounded theory was used to analyze discussions among and feedback from participants. It was found that partnership facilitates both faculty and students multiplying their perspectives in ways that have the potential to improve teaching and learning. Participants consistently describe gaining new insights produced at and by the intersections of their experiences and angles of vision. Furthermore, they discuss how these insights deepen their own self-awareness and their understanding of others’ experiences and perspectives. Finally, they indicate that, as a result of gaining these insights and deepening their awareness, they are inclined to embrace more engaged and collaborative approaches to teaching and learning.


The purpose of this chapter is to analyze the multiple forms of engagement faculty and students experience and facilitate through the Students as Learners and Teachers (SaLT) program at Bryn Mawr College. The SaLT program provides structures and processes through which faculty members work with undergraduate students positioned as pedagogical consultants and partners in exploring classroom teaching and learning. This discussion draws on data from an ongoing action research study; data sources include audiotaped conversations of weekly meetings of student consultants and selected meetings with faculty participants, mid- and end-of-semester feedback from those students and faculty members, and follow-up interviews. Findings indicate that through their participation in this program both faculty and students engage in multiple forms of engagement that are at once reciprocal — affecting in similar but not identical ways the participants involved (either faculty and students or students and students) — and inclusive of those beyond the partners in reciprocity. Such engagement facilitates more nuanced understandings of the complexities of teaching and learning, inspires empathy and appreciation, and deepens sense of responsibility for the
educational process. These findings should be of interest to all who pursue and support engaged teaching and learning and wish to position students as change agents in higher education. More research into the experiences of faculty and student in pedagogical partnership across higher education contexts could further illuminate the potential of this approach.


Abstract: Student-faculty partnerships position students as informants, active participants, and change agents in collaboration with faculty members. A program through which pairs of faculty members and undergraduate students explore, affirm, and revise pedagogical approaches provides both context and case study for student-faculty partnership as a threshold concept in academic development. Like all threshold concepts, the notion of student-faculty partnership is troublesome, transformative, irreversible, and integrative. This article draws on faculty reflections to explore what constitutes this threshold, what insights and practices are possible if faculty cross it, and what implications there might be for academic developers.


Abstract: Through positioning undergraduate students as pedagogical consultants to college faculty, a program called Students as Learners and Teachers provides re-conceptualized “counter-spaces” for those students and for faculty members with whom they work. In our study of the experiences of consultants of color we found that those students and their faculty partners used program counter-spaces to explore links between their lived identities and pedagogical commitments and to share authority and responsibility in developing culturally sustaining pedagogy. In this chapter we report on participants’ experiences in these collaborations and how they legitimate the knowledge of students of color in faculty learning.


Abstract: This article describes three programs that work to democratize teaching and learning in higher education through amplifying student voices. The first program partners undergraduate students with college faculty to explore, affirm, and revise the pedagogical approaches the faculty members employ in their classrooms. The second program pairs undergraduate students and college staff members from the service/craft sector in reciprocal teaching and learning partnerships through which they explore topics and areas of mutual interest. The third program brings undergraduate students, faculty, and staff together to explore social justice issues and to build capacity for communicating across differences. Based at a selective liberal arts college in the northeastern United States, all three programs create new spaces within which undergraduate students lead, teach, and learn from other members of the higher education community. In these structured and supported spaces outside of the formal classroom arena and typical relationships among members of the academic community, students learn to speak with and learn from one another as well as from differently positioned members of the community. As students test and tune their own voices — a process that moves them from silence or uncertainty into a place of greater confidence, capacity, and resonance — they develop a commitment to ensuring that others, both those with less power and those with more, listen and are listened to in new ways. Thus, through these programs, the voices of faculty and staff are brought into dialogue with, and modulated in relation to, student voices. This article describes the programs and analyzes how they support students in developing the confidence, courage, and capacity to amplify their own voices and to ensure that other voices are heard and honored.

Abstract: Active learning by faculty members complements and promotes active learning for students. Through The Andrew W. Mellon Teaching and Learning Institute at Bryn Mawr College, faculty members actively engage with one another and with undergraduate students positioned as pedagogical consultants to explore and to practice a wide range of pedagogies. In this discussion, I draw on research literature and faculty reflections to describe five practices that, taken together, hold particular promise for involving both faculty and students more actively in their learning.


Abstract: Within higher education, students’ voices are frequently overlooked in the design of teaching approaches, courses and curricula. In this paper we outline the theoretical background to arguments for including students as partners in pedagogical planning processes. We present examples where students have worked collaboratively in design processes along with the beneficial outcomes of these examples. Finally, we focus on some of the implications and opportunities for academic developers of proposing collaborative approaches to pedagogical planning.


Abstract: The action research project reported on here took as its central problem of practice the absence of students from forums for faculty development in higher education. Findings suggest that, when undergraduate students are positioned as pedagogical consultants to college faculty members, multiple layers of learning unfold. After a brief overview of The Andrew W. Mellon Teaching and Learning Institute that serves as the context for this study, I present student reflections on the ways that student consultants gain a more informed critical perspective within and beyond classrooms and build greater confidence, capacity, and agency as learners and as people. The final portion of the discussion focuses on how the lessons student consultants learn inform my own learning and practice.


Abstract: Most models of professional development assume that faculty learning is the purview of faculty colleagues or teaching and learning center staff. A program at Bryn Mawr College challenges that assumption by inviting undergraduate students to serve as pedagogical consultants to faculty members. Feedback from participants suggests that this approach affords faculty and students an unusual opportunity to co-construct a more informed model of faculty development, deepens the learning experiences of both faculty and students, and recasts the responsibility for those learning experiences as one that is shared by faculty and students.


Abstract: In this article we analyze what happens when undergraduate students are positioned as pedagogical consultants in a faculty development program. Drawing on their spoken and written perspectives, and using the classical anthropological concept of “liminality,” we illustrate how these
student consultants revise their relationships with their teachers and their responsibilities within their learning. These revisions have the potential to transform deep-seated societal understandings of education based on traditional hierarchies and teacher–student distinctions.


Abstract: As has been the case throughout the history of education in the United States, the current structures and practices of U.S. schools and colleges are informed by particular ideals regarding the potential of education. Through this comparative descriptive analysis, I argue that a major reason why these ideals have rarely been realized is the way that students are positioned in educational institutions, dialogues, and reform. A preliminary argument for rethinking how we conceptualize student role and responsibility frames my description and comparison of two programs, one that involves secondary students in the preparation of high school teachers and one that involves college students in the professional development of college faculty. I then draw on the perspectives of student participants across these two programs to address a series of educational ideals that span K-12 and college contexts: inspiring lasting learning, celebrating humanity and diversity, and engaging in meaningful assessment. I designed the programs that are the focus of my analysis with the goal of improving teacher preparation and teaching, but as I discuss in this essay, they are proving to be promising models for pursuing what may be a more encompassing possibility: fostering in students a sense of and capacity for responsibility in ways that not only address existing educational ideals but that also point to both more transformative and more achievable notions of education and accountability than those currently in place.


Abstract: The explicit purpose of gathering feedback in college classes is to improve those courses, usually along the lines of structure, organization, pace, or some other aspect of the course over which the professor typically has control. A potential outcome that is less immediately obvious is the shift that can take place regarding who is responsible and in what ways for the analysis and revision of pedagogical practices at the college level. In this article I take as a foundation for my discussion the premises of new wave student voice work, and I describe a project through which students were positioned as consultants who gathered midcourse feedback for faculty members. I analyze how those student consultants supported faculty members in revising not only their courses but also their relationships with students—both student consultants and students enrolled in the courses.


Abstract: A growing body of literature argues for the benefits of consulting students about classroom practices and a few programs place undergraduate students as observers in college classrooms. There is little research, however, on what happens when a student who is not enrolled in a particular college course is positioned as a pedagogical consultant within that course with the goal of promoting more reflective and effective practice. The project described here aims to fill this gap and to forge potentially generative connections between the literatures on reflective practice and student voice. Drawing on the experiences of faculty members and students who have participated in the project, the author focuses on the ways in which the project introduces to existing models of reflective practice a new participant and a new process, both of which not only enrich the professors’ capacity to reflect on their own practice but also prompt students to reflect on theirs.
Publications Focused on Student Voice in Teacher Preparation and Schools


Cook-Sather, A. (forthcoming). Learning from Students Before Managing Classrooms: Using Email to Connect Secondary Students and Preservice Teachers. TD.


[http://www.jstor.org/pss/20710155](http://www.jstor.org/pss/20710155)


**Keynotes and Conference Presentations**


Cook-Sather, A. (2013). “Engaging Students as Partners in Teaching and Research.” Queen’s University, Belfast, 13 June.


Cook-Sather, A. (2012). “Students Partnering with Faculty in Explorations of Teaching and Learning.” The Discovery Learning Project at the University of Texas, Austin. September.


Cook-Sather, A. (2005). “Changing Classrooms: Student Voice and Pre-Service Teachers—A View from the USA.” Keynote address prepared for “Critically Interrogating Pupil Voice,” a seminar series funded by the Economic and Social Research Council (ESRC), co-sponsored by the Universities of Nottingham and Sussex, Manchester Metropolitan University and Networked Learning Group, National College for School Leadership, Nottingham, United Kingdom. March.