



TEACHING AND LEARNING TOGETHER IN HIGHER EDUCATION



* CALL FOR SUBMISSIONS *

[TEACHING AND LEARNING TOGETHER IN HIGHER EDUCATION](#) (TLTHE) serves as a forum for the reflective work of college faculty and students working together to explore and enact effective classroom practice. Published three times per year, the journal is premised on the centrality to successful pedagogy of dialogue and collaboration among faculty and students in explorations and revisions of approaches to teaching and learning in higher education. The journal has several aims:

- To include student perspectives and voices in analyses, affirmations, and revisions of educational practice at the post-secondary level
- To offer windows onto the development of pedagogical insights that faculty and students gain when they collaborate on explorations of classroom practice and systematically reflect on that collaboration
- To create forums for dialogue between faculty and students whose work is featured in this journal and others engaged in similar work
- To explore in particular the challenges and possibilities of such collaborations

The following are guidelines for essays submitted to TLTHE:

- **LENGTH:** Most issues include between 4 and 10 essays, and each essay is between 3 and 10 pages.
- **STYLE:** Essays should be written in an informal/conversational style, using first person pronouns, and be (very) light on citations. The idea is to provide a forum for in-process work, exploration, experimentation, and reflection.
- **FOCUS:** All essays should focus on partnership—on faculty/staff and students working together—but partnership can be broadly defined:
 - a faculty member reflecting on focused work with a student consultant
 - a discussion between a faculty member and students who have co-designed some element of a course (a project or an assignment, for instance) while the students are enrolled
 - the analysis offered by a faculty member, a group of faculty, or teaching and learning center staff focused on the process of co-planning a program or a course with students
 - students' reflections on their experiences of pedagogical partnerships
 - or other possibilities
- **STRUCTURE OF ESSAYS:** Contributors might consider structuring their essays in the following way (this is just a suggestion, not a requirement):
 - Identify the question, challenge, inspiration, or other issue that prompted you to undertake the partnership
 - Describe the approach you took to engaging actively as partners
 - Reflect on how this approach moves you (further) toward partnership overall
 - Imagine/propose some next steps that would take you (even) further toward partnership
- **AUTHORSHIP:** Essays can be co-authored (faculty/staff member[s] and student[s]), or faculty/staff and students can write separate essays about their work in partnership.

Partial List of Themed Issues of *Teaching and Learning Together in Higher Education*
<http://teachingandlearningtogether.blogs.brynmawr.edu/>

- **COLLABORATING TO DEVELOP AND IMPROVE CLASSROOM TEACHING: STUDENT-CONSULTANT FOR TEACHING AND LEARNING PROGRAM AT REED COLLEGE** (WINTER, 2016—) —essays co-authored by faculty members and student consultants at Reed College, Oregon, about their experiences participating in Reed College’s Student-Consultant for Teaching and Learning Program.
- **EXTENDED PARTNERSHIPS: DEEPENING INSIGHTS, TRANSFORMING RELATIONSHIPS** (SUMMER 2015) —essays co-authored by faculty members and student consultants who worked in yearlong collaborations focused on pedagogical practice or intensive reviews of course content, assignments, and assessments.
- **DIGGING DEEPER INTO PARTNERSHIP: THE STORIES BEHIND THE CASES IN *ENGAGING STUDENTS AS PARTNERS IN LEARNING & TEACHING*** (Jossey-Bass, 2014) (FALL 2014) —essays by the student, faculty, and staff authors who were involved in the examples of student-faculty partnership presented in that book.
- **REALIZING THE POTENTIAL OF PARTNERSHIPS BETWEEN FIRST-YEAR FACULTY AND UNDERGRADUATE STUDENT CONSULTANTS** (WINTER 2014) —essays by first-year faculty at Bryn Mawr and Haverford Colleges and the student consultants with whom they worked through the Teaching and Learning Institute.
- **GROWING DEEP LEARNING** (WINTER 2013) —essays about how to inspire and support deep learning guest edited by Ken Bain, author of *What the Best College Teachers Do*, and first Fellow of The Andrew W. Mellon Teaching and Learning Institute at Bryn Mawr College.
- **CROSSING THRESHOLDS TOGETHER** (SPRING 2013) —essays that employ the “threshold concepts” framework (Meyer & Land, 2005) guest edited by Peter Felten, Assistant Provost, Director of the Center for the Advancement of Teaching and Learning, and Associate Professor of History at Elon University, and second Fellow of The Andrew W. Mellon Teaching and Learning Institute at Bryn Mawr College.
- **FACULTY-STUDENT COLLABORATION IN DEVELOPING AN INNOVATIVE COLLEGE-WIDE PROGRAM** (FALL 2012) —essays focused on the role of student consultants in the planning, teaching, and assessment of course clusters offered through Bryn Mawr College’s innovative 360 program.
- **BEHIND THE SCENES — HOW TLI PARTNERSHIPS UNFOLD** (SPRING 2012) —essays that offer glimpses into how student consultants and faculty members build and experience partnership through the Teaching and Learning Institute at Bryn Mawr and Haverford Colleges.
- **DISCOVERING THE IMPORTANCE OF STUDENT VOICE AND ACTIVE PARTICIPATION THROUGH THE SCHOLARSHIP OF TEACHING AND LEARNING** (WINTER 2012) —stories of how some Maryville faculty, through the Scholarship of Teaching and Learning (SoTL) and action research, are moving toward new understandings of the central role that students can and should play in their own learning, guest edited by Marilyn Cohn, Director of the Finch Center for Teaching and Learning at Maryville University.

Send inquiries and submissions to Alison Cook-Sather at acooksat@brynmawr.edu