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MOVING TOWARD PEDAGOGICAL PARTNERSHIP

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Pedagogical partnership work does not come into being out of nothing or over night. As the authors of editorials (e.g., Healey & Healey, 2018; Matthews, 2017) and how-to guides (Cook-Sather, Bahti, & Ntem, 2019; Cook-Sather, Bovill, & Felten, 2014) argue in some detail, it's important to be thoughtful and intentional about developing partnership approaches and programs. Such intentionality includes supporting faculty, students, staff, and others in carefully navigating the complexities of this work as those complexities are informed by particular goals, participants, and contexts. While some pedagogical partnership efforts unfold in contexts that have not previously conceptualized or supported such work, and are therefore focused on creating the partnership practices from the ground up, other approaches build on existing practices and move toward partnership, one reframing or one step at a time. This issue of *Teaching and Learning Together in Higher Education* focuses on the latter kind of work. It features five stories of faculty, staff, and students moving toward pedagogical partnership.

Just like pedagogical partnership itself, the ways in which people move toward such partnership vary considerably. The essays in this issue include an example of moving toward pedagogical partnership at the programmatic level within a single institution and an example of supporting movement toward partnership across institutions. Essays also analyze how a student partner moved toward deeper partnership within an established partnership program and how a student partner imagined and pursued what partnership might look like beyond that same partnership program. Finally, another essay narrates how a faculty member worked to re-imagine grading within a course as more of a partnership with students. What the essays have in common, though, is that they explore moving toward, and sometimes deeper into, partnership from a starting place outside of such work. They are especially helpful, therefore, in reminding us that all such work is a process that requires time, careful attention, and deliberate steps.

In [“**INTEGRATING PARTNERSHIP INTO AN ACADEMIC PEER MENTORING PROGRAM: MOVING FROM A FOCUS ON STUDENT TRAINING TO A FOCUS ON BUILDING STUDENT-INSTRUCTOR CONNECTIONS**,”](#) Hannah Jardine of the Teaching and Learning Transformation Center, University of Maryland-College Park, USA, describes how she has been working to shift the program she coordinates “from a student-student mentoring to a student-instructor partnership model.” Jardine shares “the process and challenges of transitioning a campus-wide peer educator program, the Academic Peer Mentoring Program (AMP) at the University of Maryland, towards a greater focus on students (particularly those in peer educator roles) as partners with instructors.” Jardine’s essay might be particularly helpful to those wanting to shift an established program from one model to another—a shift that requires changes in the mindsets and the practices of those involved. Jardine offers not only useful advice but also an important reminder about how to sustain one’s vision for such a shift.

In [“**QUALITY OF ATTENTION: THOUGHTFULNESS, AFFIRMATION, AND ACTIVE LISTENING IN PARTNERSHIP**,”](#) Lindsay Wytkind, Haverford College Class of 2020, USA, describes a different kind of movement toward partnership. As a first-time student partner working not only in a

pedagogical partnership with a faculty member through the well-established Students as Learners and Teaches (SaLT) program at Bryn Mawr and Haverford Colleges but also in an independent study through which she delved into the theory of pedagogical partnership, Wytkind describes her movement toward and into partnership in relation to three themes that clarified for her some of the basic premises and core practices of partnership. She describes these themes as: a) being thoughtful about thoughtfulness; b) the role of affirmations in partnership; and c) active listening in partnership. All of these themes relate to the various qualities of attention present and necessary in partnership. Wytkind's focus is on how she developed these capacities in, through, and for her partnership with a faculty member and through engaging with partnership literature, but she also notes how the insights she gained contributed to her capacity "to engage with people, inside and outside of the partnership framework."

In "[AN EVOLUTION OF LEARNING TO SUPPORT PARTNERSHIP READINESS](#)," Launa Gauthier, Visiting Professor and Associate Director of LUMS University Learning Institute, Lahore, Pakistan, offers yet another version of the story of moving toward partnership. Gauthier traces the evolution of her understanding of "partnership readiness" first by reflecting on her experience of supporting an established student-faculty partnership program at the MacPherson Institute at McMaster University in Canada. She then describes how she took insights from that context into her work with colleagues at a community college in the West Indies. Finally, she focuses on her work at Lahore University of Management Sciences in Pakistan. Having had experiences across three very different kinds of institutions in three different countries, Gauthier contributes an over-time, across-contexts perspective and set of insights that should be particularly helpful to those thinking about how to carry cumulative and ever-evolving wisdom from institution to institution in support of moving toward pedagogical partnership and, sometimes, "'unlearning' certain ways of knowing and being in partnership with students and other colleagues."

In "[MAKING AND TAKING SPACE: SALT AS A MODEL FOR GENERATIVE CLASSROOMS](#)," Sophia Jackson, Haverford College Class of 2020, USA, offers an analysis of the SaLT program forums as constituting a class—a space that facilitates "capacious, collaborative, and exciting learning." She compares her experiences in SaLT forums with her experiences in some traditional kinds of classrooms, and she identifies what qualities could be drawn from SaLT forums and infused into classrooms that would make the latter more capacious, collaborative, and exciting. Jackson shares some of the ways that she has tried to bring the qualities she identifies into her own work as a student consultant and into her relationships with faculty outside the SaLT program, and she looks ahead to how she will try to create such spaces of learning as a future teacher.

In "[GRADING TOGETHER: TOWARD A PARTNERSHIP APPROACH](#)," Dan Guberman, Senior Instructional Developer at Purdue University, USA, traces yet another kind of movement toward partnership. After almost three years spent in a faculty development role, Guberman explains, he returned to teaching undergraduates in a new setting: one of several sections of an introductory oral presentations course. He explains that "striving to bring to bear the partnership principles I had begun to explore as I returned to teaching," he "took steps toward developing a partnership structure for assessment and feedback" as best he could within the "strictures of a shared syllabus." Guberman shares the frustrations he had experienced with a more traditional approach

to offering feedback and grading and his experiment with what he calls “grading together.” This essay offers useful insights and approaches to those considering how to move toward a partnership approach within a course structured according to more traditional roles for faculty and students.

It is striking that mindsets are highlighted as explicitly as approaches in these essays. This reinforces a theme colleagues and I (Cook-Sather, Gauthier, & Foster, forthcoming) identified as we read responses to a survey we sent to 38 institutions in nine countries, each of which had launched pedagogical partnership programs. We wanted to learn from them about the institutional conditions, barriers and challenges, and dreams directors of and participants in such programs perceived and had, and we found that underlying many of their responses to the survey was a commitment to or enactment of growth mindset (Dweck, 2008, 2015). As we note in that piece, “When participants start by embracing growth mindsets toward and through pedagogical partnership...teaching and learning might then be enacted as a shared endeavour in a sustainable way.” Moving toward—rather than too quickly jumping into or trying to expand—partnership makes it more likely, too, that the kind of depth of understanding and care in enacting partnership work demonstrated in the essays in this issue of *Teaching and Learning Together in Higher Education* will be achieved and sustained.

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