

**STUDENTS AS LEARNERS AND TEACHERS (SaLT)
AT BRYN MAWR AND HAVERFORD COLLEGES**

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**TIGERS AS PARTNERS (TaP)
AT TRINITY UNIVERSITY**

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▪ **History**

- **SaLT:** Launched in 2006 and further developed in 2007 and 2008 with several grants from The Andrew W. Mellon Foundation. Currently supported by the Provosts' Offices at Bryn Mawr and Haverford Colleges. Since its advent has supported more than 230 faculty members and 145 student consultants in a total of over 280 partnerships
- **TaP:** Launched in 2016 through Trinity's Collaborative for Learning and Teaching by a former SaLT student consultant. Has supported 26 faculty participants and 15 student consultants thus far, and has built into the program support for 10 partnerships per semester.

▪ **Shared Structure**

- Invites undergraduate students to take up the paid position of pedagogical consultant to faculty who teach at Bryn Mawr or Haverford Colleges, and at Trinity University
- Supports two forms of pedagogical partnership:
 - Classroom Focus (SaLT & TaP)
 - Faculty and student pairs work together in semester-long partnerships to analyze, affirm, and, where appropriate, revise the pedagogical approaches as faculty member teaches it.
 - Student partners
 - conduct weekly observations of their faculty partners' classrooms;
 - expand upon and deliver their observation notes to their partners;
 - meet weekly with them to discuss what is working well and what might be revised in relation to classroom practice, assignments, and assessment;
 - conduct mid-semester feedback or other forms of feedback;
 - work with their faculty partners to revise courses for future.
 - For an example, see Schlosser, J. and Sweeney, A. (2015). One year of collaboration: Reflections on student-faculty partnership. *Teaching and Learning Together in Higher Education*, 15.
 - Curricular Focus (SaLT)
 - Faculty members work with teams of students to design or redesign a course.
 - Student partners and faculty meet to decide on approach they will take then typically meet weekly or bi-weekly to discuss progress.
 - For an example, see Charkoudian, L., Bitners, C., Bloch, N., and Nawal, S. (2015). Dynamic discussions and informed improvements: Student-led revision of first-semester organic chemistry. *Teaching and Learning Together in Higher Education*, 15.

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▪ **Shared Goals**

While explicit goal is to support faculty and students in engaging in reflection on and dialogue about teaching and learning to affirm and revise pedagogical and curricular approaches, SaLT and TaP also have numerous other goals and outcomes:

- To affirm and honor the experiences and knowledge of all students, including and especially those traditionally underrepresented in and underserved by higher education
 - Cook-Sather, A. (forthcoming). Listening to equity-seeking perspectives: How students' experiences of pedagogical partnership can inform wider discussions of student success. *Higher Education Research and Development*.
- To develop more inclusive and responsive classrooms
 - Cook-Sather, A., & Agu, P. (2013). Students of color and faculty members working together toward culturally sustaining pedagogy. In J. E. Groccia & L. Cruz (Eds.), *To improve the academy: Resources for faculty, instructional, and organizational development* (Vol. 32, pp. 271–285). San Francisco, CA: Jossey-Bass.
- To support students in developing citizenship and leadership skills
 - Cook-Sather, A., & Luz, A. (2015). Greater Engagement in and Responsibility for Learning: What Happens When Students Cross the Threshold of Student-Faculty Partnership. *Higher Education Research & Development*, 34, 6, 1097-1109. DOI: 10.1080/07294360.2014.911263.

▪ **Additional Resources**

Cook-Sather, A. (2016). Undergraduate Students as Partners in New Faculty Orientation and Academic Development. *International Journal of Academic Development*, 21, 2.

Cook-Sather, A. & Abbot, S. (2016). Translating partnerships: How faculty-student collaboration in explorations of teaching and learning can transform perceptions, terms, and selves. *Teaching and Learning Inquiry*, 4(2). <http://tljournal.com/tli/index.php/TLI/article/view/108>

Cook-Sather, A., Bovill, C., & Felten, P. (2014). *Engaging Students as Partners in Learning and Teaching*. Jossey-Bass: San Francisco.

Cook-Sather, A., Des-Ogugua, C., & Bahti, M. (2017). Articulating Identities and Analyzing Belonging: A Multistep Intervention that Affirms and Informs a Diversity of Students. *Teaching in Higher Education*.

Cook-Sather, A., & Motz-Storey, D. (2016). Viewing Teaching and Learning from a New Angle: Student Consultants' Perspectives on Classroom Practice. *College Teaching*, 64, 4, 168-177.

Cook-Sather, A., & Porte, O. (2017). Reviving Humanity: Grasping Within and Beyond Our Reach. *Journal of Educational Innovation, Partnership and Change*, 3, 1. <https://journals.gre.ac.uk/index.php/studentchangeagents/article/view/638>

Mercer-Mapstone, L., Dvorakova, S.L., Matthews, K.E., Abbot, S., Cheng, B., Felten, P., Knorr, K., Marquis, E., Shammas, R., Swaim, K. (2017). A Systematic literature review of students as partners. *International Journal for Students as Partners*, 1(1). <https://doi.org/10.15173/ijsap.v1i1.3119>