

TLI Within the Bi-Co

Originally funded by several grants from The Andrew W. Mellon Foundation and now supported jointly by Bryn Mawr and Haverford Colleges, the Teaching and Learning Institute (TLI) offers two opportunities for faculty members to step out of what Lee Shulman, President Emeritus of the Carnegie Foundation for the Advancement of Teaching, has called “pedagogical solitude”:

- ➔ **Pedagogical Partnerships with Undergraduate Student Consultants.** These can be semester- or yearlong partnerships (that include weekly classroom observations and weekly meetings with the consultant) or short-term partnerships (e.g., one-time sessions to gather midsemester feedback). Student Consultants bring their own individual perspectives as students (not an omniscient or a representative student perspective) and skills to engage in discussion. They do not have any definitive answers or solutions to perennial pedagogical challenges, and thus the expectation is not that you should simply implement anything they suggest. Rather, dialogue with Student Consultants constitutes a newly informed conversation about classroom practice.
- ➔ **Open Pedagogy Conversations.** These are discussions of any pedagogical issues that faculty and staff members wish to explore together. We discuss faculty/staff-proposed topics such as: managing challenging classroom situations; question-framing and discussion facilitation; developing effective assignments; organizing effective presentations that are useful not only for the presenter but for the entire class; communicating about and using office hours; and more. Sometimes, TLI student consultants come to share their perspectives as well. You may drop in to one or two sessions when you have time and inclination, or you may participate regularly in sessions on either campus or both campuses. These sessions will be held in late afternoons and at lunch on selected days throughout the year.

Perspectives of Bryn Mawr and Haverford College Faculty Members

“Working with my student consultant...was an important step in developing my own teaching style and translating my aspirations into a more tangible action plan...I found that my partnership with Alexandra proved instrumental in adjusting my course planning and in-class activities” (Kurimay, 2014).

“Emma offered observation without judgment — a rare gift — and along with it, a sense of camaraderie and shared purpose...I quickly came to see our partnership as a model for professor-student partnerships more broadly” (Reckson, 2014).

“I found all of the [Open Pedagogy Conversations] productive and helpful because of the variety of faculty who attended, in terms of coming from different disciplines and expertise, but also their levels of experience with teaching. It was enlightening to meet seasoned professors who came with some of the same questions and concerns about their teaching strategies that I have all the time as a new teacher!”

“I found the [Open Pedagogy Conversations] incredibly supportive. Techniques for building community, engagement and learning were discussed in a way that allowed for easy application in my own class. I also enjoyed receiving direct feedback about my teaching.”

Want more information?

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TLI Beyond the Bi-Co

The TLI was a pioneer in the development of student-faculty pedagogical partnerships and is now internationally recognized. The following institutions have invited the Director of the TLI to speak about this approach:

- Aurora University
- Barnard College
- Berea College
- Birmingham City University, England
- Bowdoin College
- Brandeis University
- Bridgewater State University
- Brown University
- Chicago School of Professional Psychology
- Colby College
- Colgate University
- College of William & Mary
- Community College of Philadelphia
- Drexel University
- Florida Gulf Coast University
- Franklin & Marshall College
- Hamilton College
- Illinois Wesleyan University
- Ireland's National Forum for the Enhancement of Teaching and Learning in Higher Education
- Kaye Academic College, Israel
- Lafayette College
- Lewis & Clark College
- Liverpool Hope University, England
- Maryville University
- Massey University, Aotearoa New Zealand
- McMaster University, Canada
- Open University, Milton Keynes, England
- Mercy College
- Mount Holyoke College
- Muhlenberg College
- Northeastern University
- Oberlin College
- Ohio State University
- Purdue University
- Queen's University, Belfast, Northern Ireland
- Reed College
- Santa Clara University
- Smith College
- St. John's College
- St. Olaf College
- Stony Brook University
- Swarthmore College
- Syracuse University
- T.A. Marryshow Community College, Grenada, West Indies
- Trinity College Dublin, Ireland
- Trinity University
- University of California at Santa Cruz
- University of Denver
- University of Lahore, Pakistan
- University of British Columbia
- Universidade Federal do Espírito Santo, Brasil
- University of Cambridge, England
- University of Minnesota, Duluth
- University of Mount Union, Ohio
- University of Padua, Italy
- University of Surrey, England
- University of Texas, Austin
- The University of Texas Rio Grande Valley
- Tufts University
- University of Tsukuba, Japan
- University of Virginia
- Uppsala University, Sweden
- Ursinus College
- Vassar College
- Widener University
- Yale University

Representative Publications by TLI Director on Student-Faculty Pedagogical Partnerships

Cook-Sather, A. (2020). Student Engagement through Classroom-focused Pedagogical Partnership: A Model and Outcomes from the United States. In T. Lowe & El Hakim, Y. (Eds). *Global Perspectives of Student Engagement in Higher Education: Models for Change*. London: Routledge.

Cook-Sather, A. (2019). Increasing Inclusivity through Pedagogical Partnerships Between Students and Faculty. *Diversity & Democracy*. <https://www.aacu.org/diversitydemocracy/2019/winter/cook-sather>

Cook-Sather, A., & Des-Ogugua, C. (2018). Lessons We Still Need to Learn on Creating More Inclusive and Responsive Classrooms: Recommendations from One Student-Faculty Partnership Program. *International Journal of Inclusive Education*. DOI: 10.1080/13603116.2018.1441912