PARTNERING WITH STUDENTS FOR TRANSFORMATIVE LEARNING

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DESCRIBE ONE OF YOUR FAVORITE STUDENTS.
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WHAT ARE SOME COMMON CHARACTERISTICS OF THE STUDENTS WE DESCRIBED?
STUDENT LEARNING STRATEGIES TEND TO BE CONTEXT-SPECIFIC, NOT STUDENT-SPECIFIC.

(BIGGS & TANG, 2011)
TEACHING TO STUDENTS

TEACHING WITH STUDENTS
“Transformative Learning develops beyond-disciplinary skills and expands students’ perspectives of their relationships with self, others, community and environment.”

“This is a holistic process that places students at the center of their own active and reflective learning experiences.”
WHAT DO WE MEAN BY PARTNERSHIP?
WHAT ARE COMMON APPROACHES TO PARTNERSHIP?
WHAT RESULTS FROM PARTNERSHIP?
HOW DO I DEVELOP PARTNERSHIPS?
BASIC PREMISES

STUDENTS HAVE VALUABLE INSIGHTS ABOUT TEACHING AND LEARNING.

THE CUSTOMS & STRUCTURES OF SCHOOLING MAKE IT HARD FOR STUDENTS TO HAVE VOICE – AND FOR FACULTY TO HEAR THEM.
STUDENT-FACULTY PARTNERSHIPS ARE

1. COLLABORATIVE PROCESSES

2. FOCUSED ON QUESTIONS & PRACTICES OF LEARNING AND TEACHING

3. ALL PARTICIPANTS HAVE THE OPPORTUNITY TO CONTRIBUTE EQUALLY, ALTHOUGH NOT NECESSARILY IN THE SAME WAYS
Ladder of student participation in curriculum design

- Students in control
- Partnership - a negotiated curriculum
- Student control of some areas of choice
- Students control of prescribed areas
- Wide choice from prescribed choices
- Limited choice from prescribed choices
- Participation claimed, tutor in control
- Dictated curriculum - no interaction

Students control decision-making and have substantial influence

Students have some choice and influence

Tutors control decision-making informed by student feedback

Tutors control decision-making

Students increasingly active in participation
COMMON CHALLENGES

EXPERTISE

CONTEXT

TIME

INCLUSION
“ALL PROFESSORS ARE FACED WITH HECKTIC SCHEDULES. WITHOUT THE WEEKLY APPOINTMENT WITH MY STUDENT PARTNER, I WOULD NOT HAVE PRIORITIZED THE TIME TO REFLECT ON HOW MY TEACHING WAS MATCHING, OR MISSING, MY GOALS.”
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HOW DO I DEVELOP PARTNERSHIPS?
APPROACHES TO PARTNERSHIP

DESIGNING

RESPONDING

ASSESSING

INQUIRING
DESIGNING

FOUNDATIONS OF MUSIC THEORY
RESPONDING

STUDENTS AS LEARNERS & TEACHERS (SALT)

BRYN MAWR & HAVERFORD COLLEGES
ASSESSING

(Jen Hegna, www.flickr.com) (Bernstein & Greenhoot, 2014)
INQUIRING
WHAT APPROACHES TO PARTNERSHIP MIGHT BE MOST APPROPRIATE IN YOUR WORK? WHY?

WHAT QUESTIONS DO YOU HAVE ABOUT APPROACHES TO PARTNERSHIP?
WHAT DO WE MEAN BY PARTNERSHIP?
WHAT ARE COMMON APPROACHES TO PARTNERSHIP?
WHAT RESULTS FROM PARTNERSHIP?
HOW DO I DEVELOP PARTNERSHIPS?
PARTNERSHIP IMPROVES

ENGAGEMENT – ENHANCING MOTIVATION & LEARNING

AWARENESS – DEVELOPING METACOGNITION & IDENTITY

ENHANCEMENT – IMPROVING TEACHING & EXPERIENCES

BELONGING – CULTIVATING MEANINGFUL COMMUNITIES

ENGAGEMENT

“PARTICIPATING IN THIS [PARTNERSHIP] HAS GIVEN ME THE PUSH I DIDN’T KNOW I NEEDED BACK IN THE DIRECTION OF HARD WORK AND TAKING UNIVERSITY SERIOUSLY AS A LEARNING EXPERIENCE.”

“MY STUDENT PARTNER DID A GOOD JOB OF RECONNECTING ME TO THE STUDENTS….. SHE REMINDED ME OF HOW MUCH I CARE AND MADE ME REFOCUe MY ATTENTION ON HELPING STUDENTS AS OPPOSED TO SIMPLY SETTING UP CHALLENGES AND OBSTACLES THAT I EXPECTED THEM TO MEET.”
AWARENESS

“ONE DAY WE TOUCHED ON THE SUBJECT OF TEACHER AND STUDENT RESPONSIBILITIES, AND WHAM! THE REALIZATION HIT ME: WHAT WERE MY OWN RESPONSIBILITIES FOR MY EDUCATION? IT WAS SUCH AN ODD QUESTION. WHY HAD I NOT THOUGHT OF THIS BEFORE?”

PARTNERING WITH STUDENTS “MADE ME CONSCIOUS OF MYSELF [IN THE CLASSROOM] IN AN UNACCUSTOMED AND UNEASY WAY.”
ENHANCEMENT

“I’VE STARTED THINKING ABOUT WAYS I CAN HELP MAKE THE DISCUSSIONS BETTER FOR EVERYONE IN THE CLASS, INCLUDING THE PROFESSOR, INSTEAD OF JUST FOR ME.”

“It felt like the difference between working out on your own, and working out while your coach is observing you to provide feedback: it kept me focused.”
BELONGING

“I WAS REALLY SURPRISED TO REALIZE HOW MUCH MORE CONNECTED I FEEL TO THE UNIVERSITY NOW THAT I HAVE INTERACTED WITH A PROFESSOR IN A NEW AND DIFFERENT WAY…. I AM NO LONGER JUST A STUDENT WHO TAKES CLASSES HERE.”

“I FOUND THAT HAVING [MY STUDENT PARTNER] IN THE ROOM STRENGTHENED MY RESOLVE TO PURSUE THE GOALS WE HAD ESTABLISHED FOR ME AND MY STUDENTS.”
WHAT DO WE MEAN BY PARTNERSHIP?
WHAT ARE COMMON APPROACHES TO PARTNERSHIP?
WHAT RESULTS FROM PARTNERSHIP?
HOW DO I DEVELOP PARTNERSHIPS?
ADVICE TO BEGIN

START SMALL AND BE PATIENT
INVITE, DON’T REQUIRE
WORK TOGETHER TO CREATE A SHARED PURPOSE & PROJECT
INTEGRATE PARTNERSHIPS INTO ONGOING WORK
CULTIVATE ALLIES
NAVIGATING POWER

THINK ABOUT YOUR OWN ATTITUDES TOWARD POWER

DEVELOP WAYS TO NEGOTIATE WITHIN THE PARTNERSHIP

BE HONEST ABOUT WHERE POWER IMBALANCES PERSIST
DEVELOPING PARTNERSHIP IN YOUR WORK

WHAT ARE YOUR GOALS FOR A PARTNERSHIP?

WHO SHOULD BE INVOLVED IN YOUR PARTNERSHIP?

WHAT ARE SOME STEPS YOU COULD TAKE TOWARD DEVELOPING THAT PARTNERSHIP?
DEVELOPING PARTNERSHIP IN YOUR WORK

WHAT ARE YOUR GOALS FOR A PARTNERSHIP?

WHO SHOULD BE INVOLVED IN YOUR PARTNERSHIP?

WHAT ARE SOME STEPS YOU COULD TAKE TOWARD DEVELOPING THAT PARTNERSHIP?

WHAT QUESTIONS REMAIN?
“I THINK SOME FACULTY ... ARE SO FOCUSED ON GETTING STUFF DONE THAT THEY DON’T PAY ATTENTION TO THEIR STUDENTS, WHO I THINK ARE THE MOST VALUABLE RESOURCES IN THE CLASSROOM.”


CURRAN, R., & MILLARD, L. (2016). A PARTNERSHIP APPROACH TO DEVELOPING STUDENT CAPACITY TO ENGAGE AND STAFF CAPACITY TO BE ENGAGING. INTERNATIONAL JOURNAL FOR ACADEMIC DEVELOPMENT 21(1).

