

# Embracing Pedagogical Partnership

What Kind of Mindset, Courage, and Practices Are Necessary?

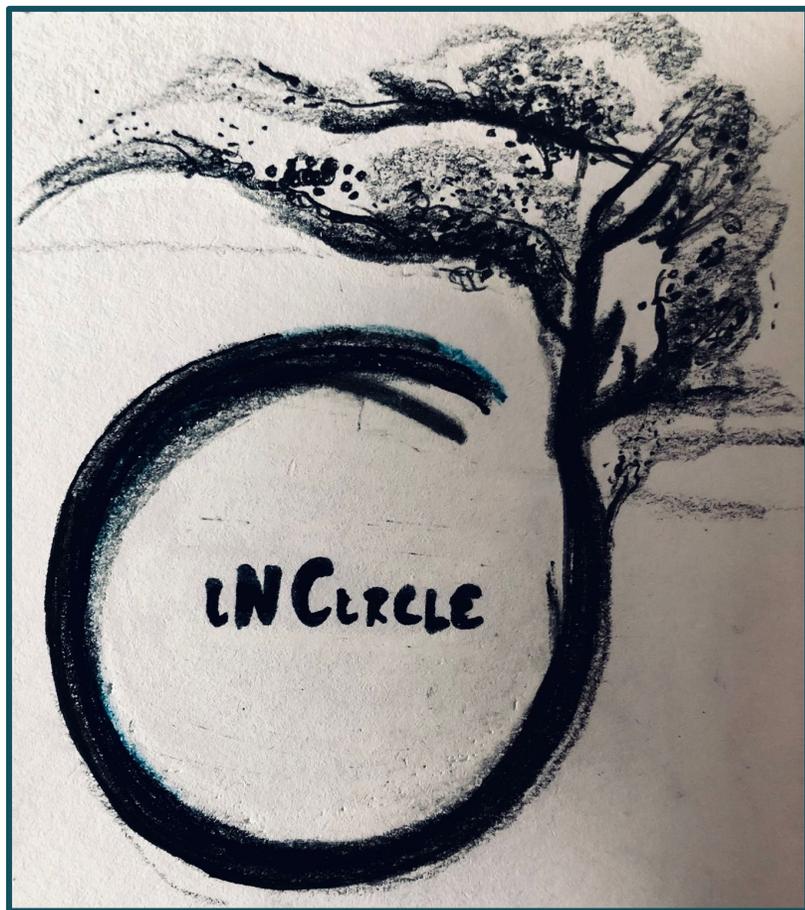
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Thursday, 08 May 2025





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Bryn Mawr College Class of 2021

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Higher Education Authority, Ireland

8 May 2025

# Embracing Pedagogical Partnership: What Kind of Mindset, Courage, and Practices Are Necessary?

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# Arguments from the literature

- “Engaging students and [faculty] effectively as partners in learning and teaching is arguably **one of the most important issues** facing higher education in the 21st century.” (Healey, Flint, & Harrington, 2014, p. 7) [England]
- “[Working with students as partners] **challenges traditional assumptions about the identities of, and relationships between, learners and teachers**” and explicitly names students “to intentionally and clearly assert the role students can assume alongside others with educational expertise.” (Matthews, 2017, p. 1) [Australia]
- “...**if we all engaged in partnerships** through which we...discuss how teaching and learning experiences can include and value everyone, **our campuses would become places of belonging.**” (Colón García, 2017, p. 5) [United States]
- “... ‘**structural disadvantage**’ ...[in higher education]...constitutes and is constituted by multiple forms of violence—epistemic (knowledge related), affective (feelings related) and ontological (being related)—that do harm to students. ...**[P]edagogical partnership can contribute to redressing these harms and promote greater equity and justice.**” (de Bie, Marquis, Cook-Sather, & Luqueño, 2021, p. 1) [United States and Canada]

## Definition and principles of pedagogical partnership

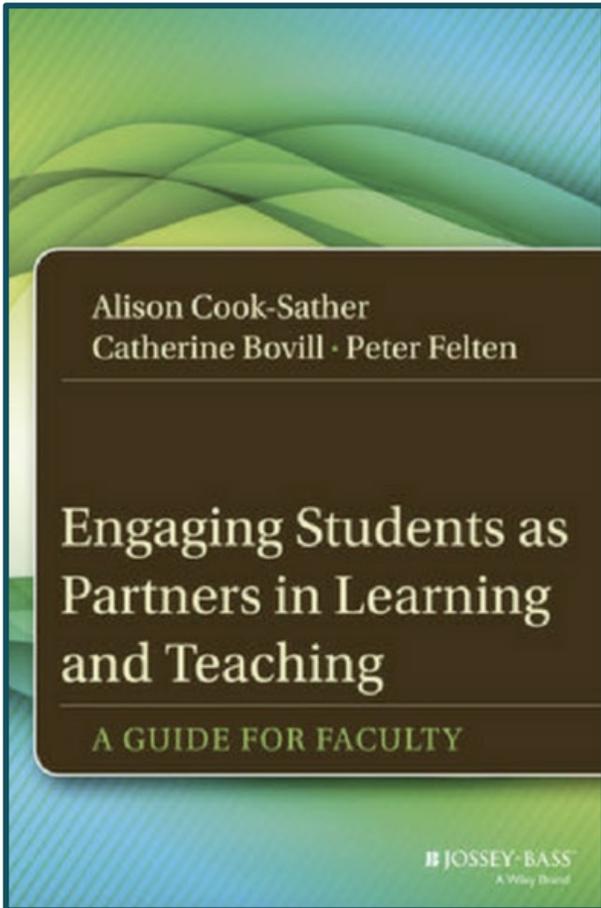
“A collaborative, reciprocal process through which all participants have the opportunity to contribute equally, although not necessarily in the same ways, to curricular or pedagogical conceptualization, decision making, implementation, investigation, or analysis.” - Cook-Sather, Bovill, & Felten, 2014, pp. 6-7

- **Respect**—an attitude
- **Reciprocity**—a mode of interacting
- **Shared responsibility**—a process and an outcome

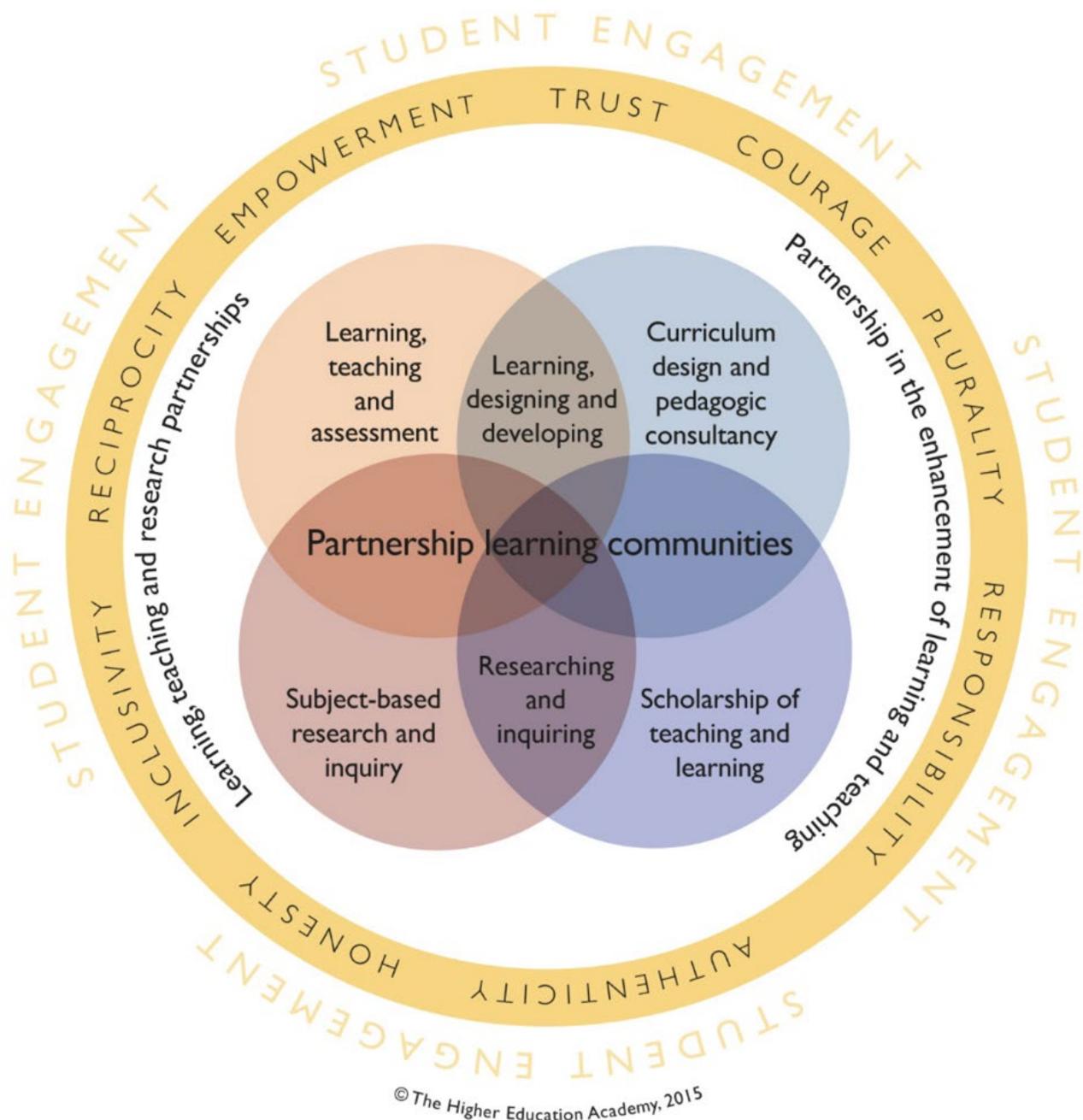
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*Pedagogical partnership is enacted within “an ethic of reciprocity”: a “process of balanced give-and-take not of commodities but rather of contributions: perspectives, insights, forms of participation.”* (Cook-Sather & Felten, 2017, p. 181)

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# Four Overlapping Areas in which Students can be Partners in Learning and Teaching



Healey, M., Flint, A., & Harrington, K. (2016). Students as partners: Reflections on a conceptual model. *Teaching & Learning Inquiry*, 4(2). <http://dx.doi.org/10.20343/teachlearningqu.4.2.3>

## Developing a partnership mindset — a student partner perspective



“Weeping trees grow flexible branches that flow with the wind, create openings and change with the seasons. Pedagogical partnerships require flow, flexibility and movement to inspire transformation in teaching and learning. The image of the weeping tree is meant to capture this and encourage us to look towards the wisdom of natural beings as we seek change in our approach to building more joyful and meaningful connections in educational spaces.”

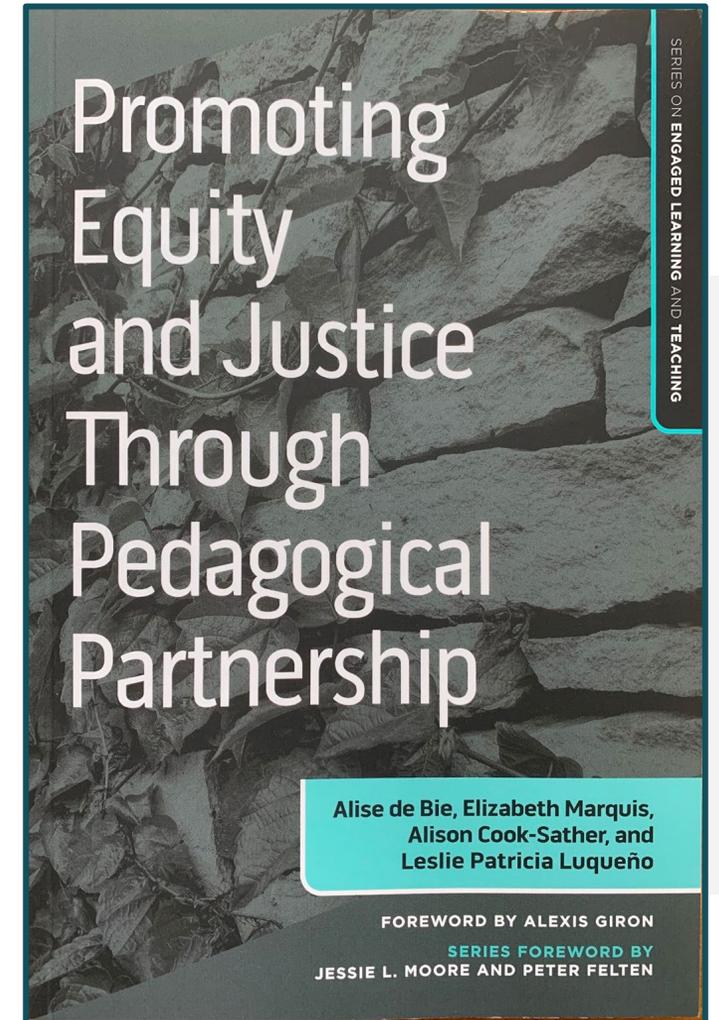
*Quote and artwork by Lauren Lattimore,  
student partner, Bryn Mawr College 2021*  
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***How does or  
could Lauren’s  
vision of  
partnership  
inform work in  
your context  
and practice?***

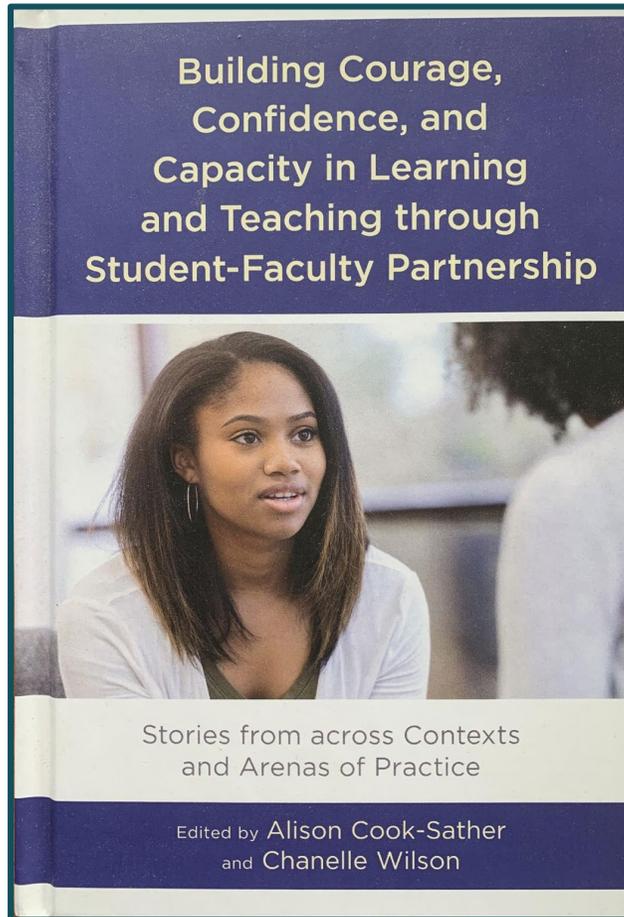
## Developing a partnership mindset — faculty perspectives

- Embrace epistemic confidence in students—the belief that students can be knowers
- Embrace open-mindedness—the belief on the part of both faculty and student partners that one’s own knowledge is incomplete
  - Alison Cook-Sather & Amrita Kaur, 2022, Embracing Epistemic Confidence, Open-Mindedness, and Co-Creation: An Exploration of How the Psychological Constructs of Attitudes and Intentions Can Inform Staff Contributions to Successful Student-Staff Partnership. *Journal of Innovation, Partnership and Change*, 8, 2 <https://journals.studentengagement.org.uk/index.php/studentchangeagents/article/view/1119>

*To what extent do and could you embrace epistemic confidence in students and open-mindedness?*



# Developing the courage to embrace partnership



- “The partnership...provided me the courage to step into a new zone where teaching and learning were a collective enterprise, and I could enrich them with the perspectives of students who have different backgrounds” (faculty author Amrita Kaur in Kaur & Yong Bing, 2020).
- “If you are brave enough to participate in the partnership, then you must be longing for some real and substantive change and that change is not as likely to occur if you stick with what feels comfortable” (faculty partner Amanda Peach, Peach & Ferrell, 2020)
- “...it takes courage and vulnerability to work [in partnership]....Trust the process and don’t underestimate yourself!” (student partner Dionna Jenkins in Wildhagen & Jenkins, 2020)

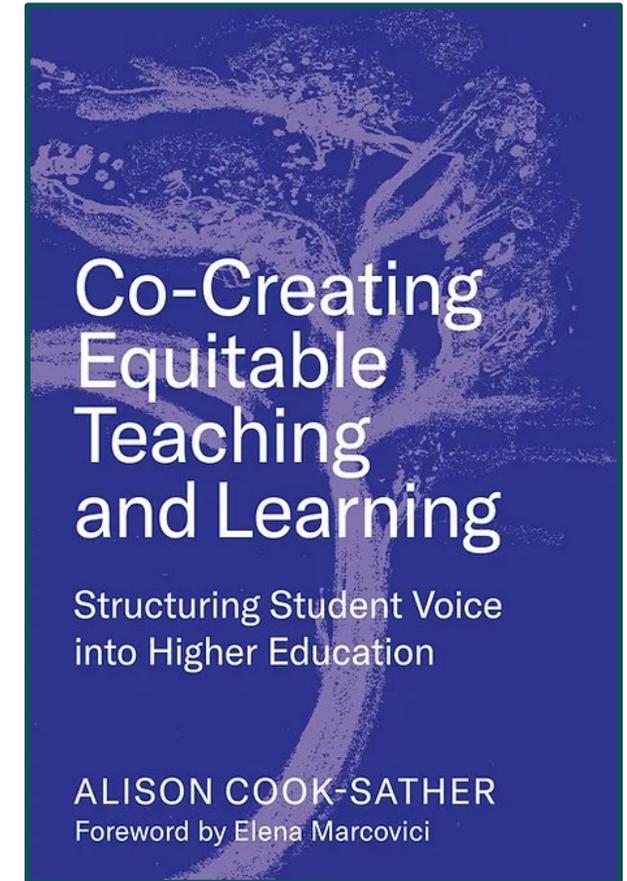
*What would support you in developing the courage to (further) embrace pedagogical partnership?*

“It takes courage to challenge the status quo. It takes courage to imagine a different possibility and formation for learning in higher education. It takes courage to enact a different way of being a learner and a teacher that recognizes expertise through experience.”

- Kelly Matthews, University of Queensland, Australia, from the Foreword

# Practices of curriculum- and pedagogy-focused partnership at multiple levels

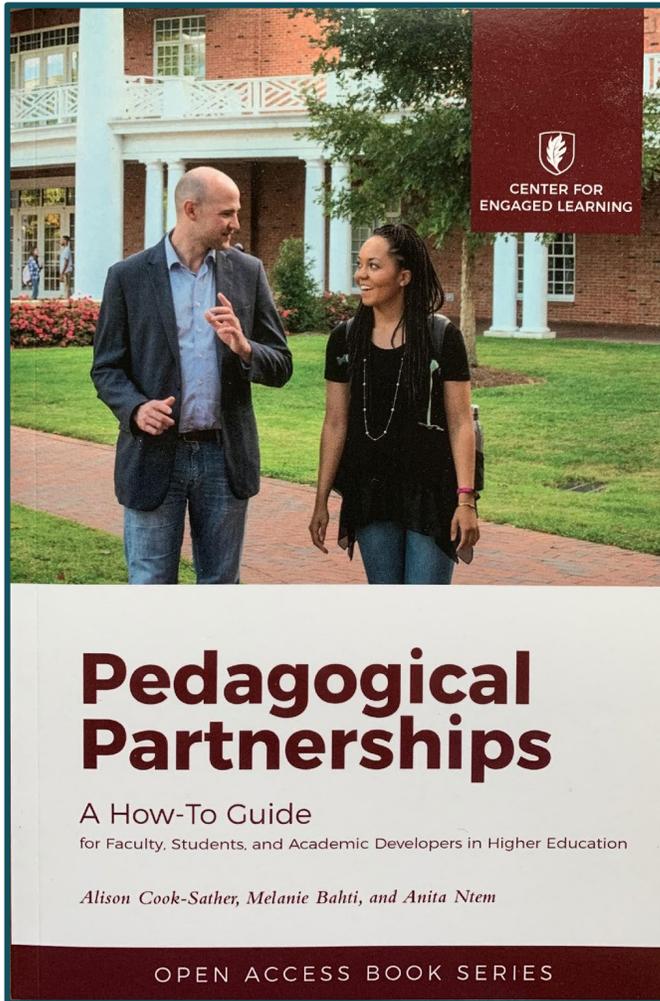
- **Classroom level**
  - **Liminally-positioned, paid student partners:** one-on-one, semester-long student-faculty partnerships that include weekly classroom observations, weekly meetings, and exploration of all aspects of teaching and learning ([example](#))
  - **Whole-of-class co-creation:** all enrolled students ([example](#))
- **Course level**
  - **Curricular or pedagogical design or redesign:** one-on-one or small groups of paid students partner with faculty and/or staff prior to or after a course to develop course materials, assignments, assessments, and pedagogical practices, etc. ([example](#))
- **Program and department level**
  - **Pedagogy Circles for ongoing, cross-constituency dialogue:** facilitated by pairs of paid student partners and open to all faculty, staff, and students ([example](#)) [[pdf](#)]
  - **Departmental explorations** of particular issues
- **Individual, institutional, or cross-institutional level**
  - **Scholarship of Teaching and Learning (SoTL)** ([example](#))



See this text for explorations of the first three levels:

<https://www.hepg.org/hep-home/books/co-creating-equitable-teaching-and-learning>

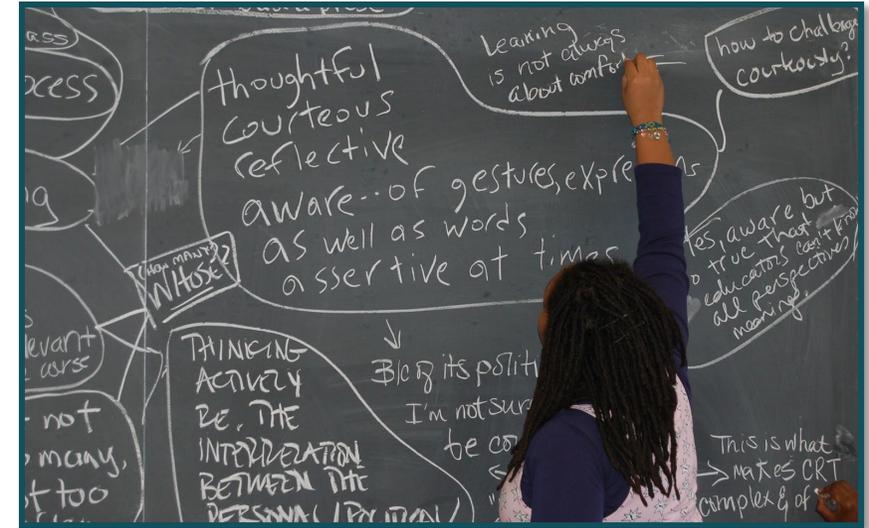
# Practices of curricular redesign through pedagogical partnership



- **Student dissatisfaction with a course:** A 10-person team (seven undergraduates, two faculty colleagues, and member of teaching and learning center) at Elon University met a dozen times over two months to reinvent an education course.
  - Delpish, A., Darby, A., Holmes, A., Knight-McKenna, M., Mihans, R., King, C., & Felten, P. (2010). Equalizing Voices: Student-Faculty Partnership in Course Design. In C. Werder & M. Otis (Eds.), *Engaging Student Voices in the Study of Teaching and Learning*, pp. 96–114.
  - Mihans, R., Long, D., & Felten, P. (2008). Power and Expertise: Student-Faculty Collaboration in Course Design and the Scholarship of Teaching and Learning. *International Journal for the Scholarship of Teaching and Learning*, 2(2): Article 16. <https://doi.org/10.20429/ijstl.2008.020216>.
- **Faculty desire to make a course more inclusive:** A faculty member in chemistry and three student partners who had taken her first-semester organic chemistry course at Haverford College engaged in a semester-long redesign process through which they revised course content, assignments, and methods of assessment for greater inclusivity (Charkoudian et al., 2015)
  - Charkoudian, L. K., Bitners, A.C., Bloch, N. B., & Nawal, S. (2015). Dynamic Discussion and Informed Improvements: Student-led Revision of First-semester Organic Chemistry. *Teaching and Learning Together in Higher Education*, 15. <https://repository.brynmawr.edu/tlthe/vol1/iss15/5>

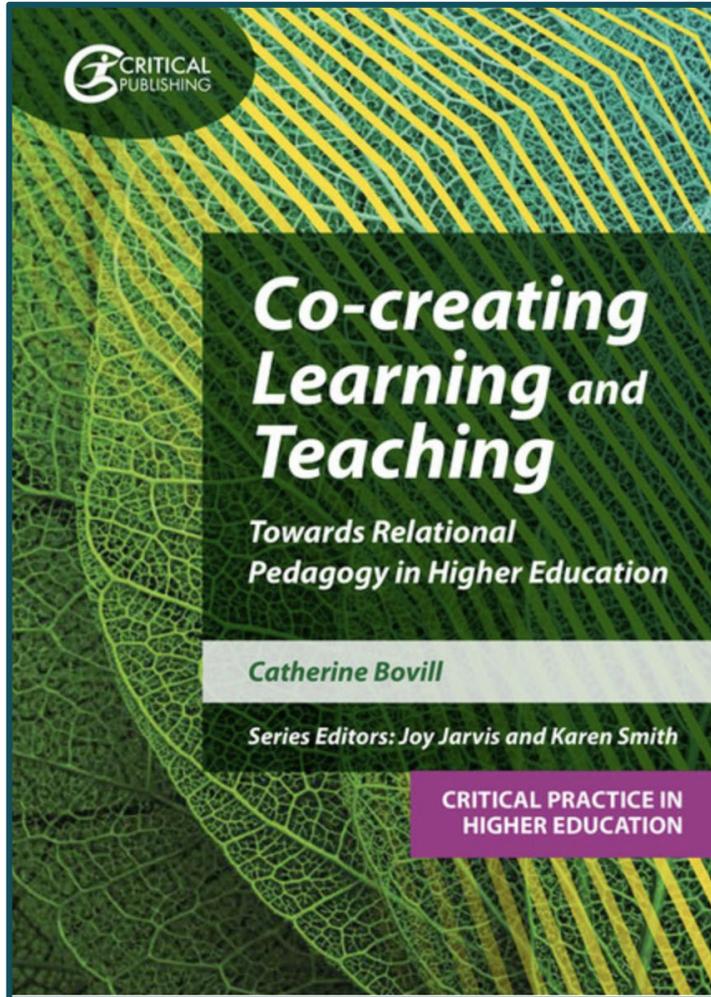
# Practices of pedagogy-focused partnership work at Bryn Mawr and Haverford Colleges

- **Students as Learners and Teachers (SaLT)**: emerged out of call for faculty to have more spaces for reflection on teaching; undergraduate students are paid by the hour to visit one class session of a course per week, meet weekly with instructor, and meet weekly with director of SaLT.
  - Cook-Sather, A. (2016). [Undergraduate Students as Partners in New Faculty Orientation and Academic Development](#). *International Journal of Academic Development*, 21(2), 151-162.
- **Pedagogy Circles for Diversity, Equity, and Inclusion**: emerged from summer after pandemic intersected with Black Lives Matter movement; co-facilitated by pairs of SaLT student partners with the goal of supporting cross-constituency dialogue in a space where members of the community explore how they are acting on and working toward anti-racism, diversity, inclusivity, and equity within and beyond classrooms
  - Suresh, A., & Rolfes, P. (2023). [Co-Facilitating Pedagogy Circles for Diversity, Equity, and Inclusion: Two Student Partner Experiences](#). *International Journal for Students as Partners*, 7(2), 209–216.



- **Pedagogy Circles for BIPOC Faculty**: outgrowth of Pedagogy Circles for DEI; co-facilitated by pairs of experienced SaLT BIPOC student partners
  - Cook-Sather, A., Stewart, K., Ameyaa, R. A., & Jones, L. A. (2023). Co-creating Spaces for Full Selves: Student-Facilitated Pedagogy Circles for BIPOC Faculty. *The Journal of Faculty Development* 37(1), 69-71. [\[pdf\]](#)

# Practices of whole-class co-creation



- Course Commitment Form, which includes choice in how to complete and weight assignments
- Accountability Partners
- Check-ins at the start of class to co-create the learning environment
- Co-created annotated bibliography
- Posts to a shared Google Doc or Padlet to capture takeaways (or remaining questions) at the end of class
- Co-creation of assessment criteria

# Common outcomes of partnership work

## Most common outcomes for faculty

- Gaining a **perspective** that they cannot achieve on their own
- Building **confidence** in pedagogical approaches
- Recognizing equitable pedagogical practices and **making them intentional**
- **Sharing power—and responsibility**—in learning

## Most common outcomes for students

- Deepening **learning and academic engagement**
- Building **confidence** and sense of **belonging**
- Fostering **understanding of teachers** and teaching
- Contributing to student partners' sense of their evolution as **active agents** in their own and others' development
- Building **job skills**

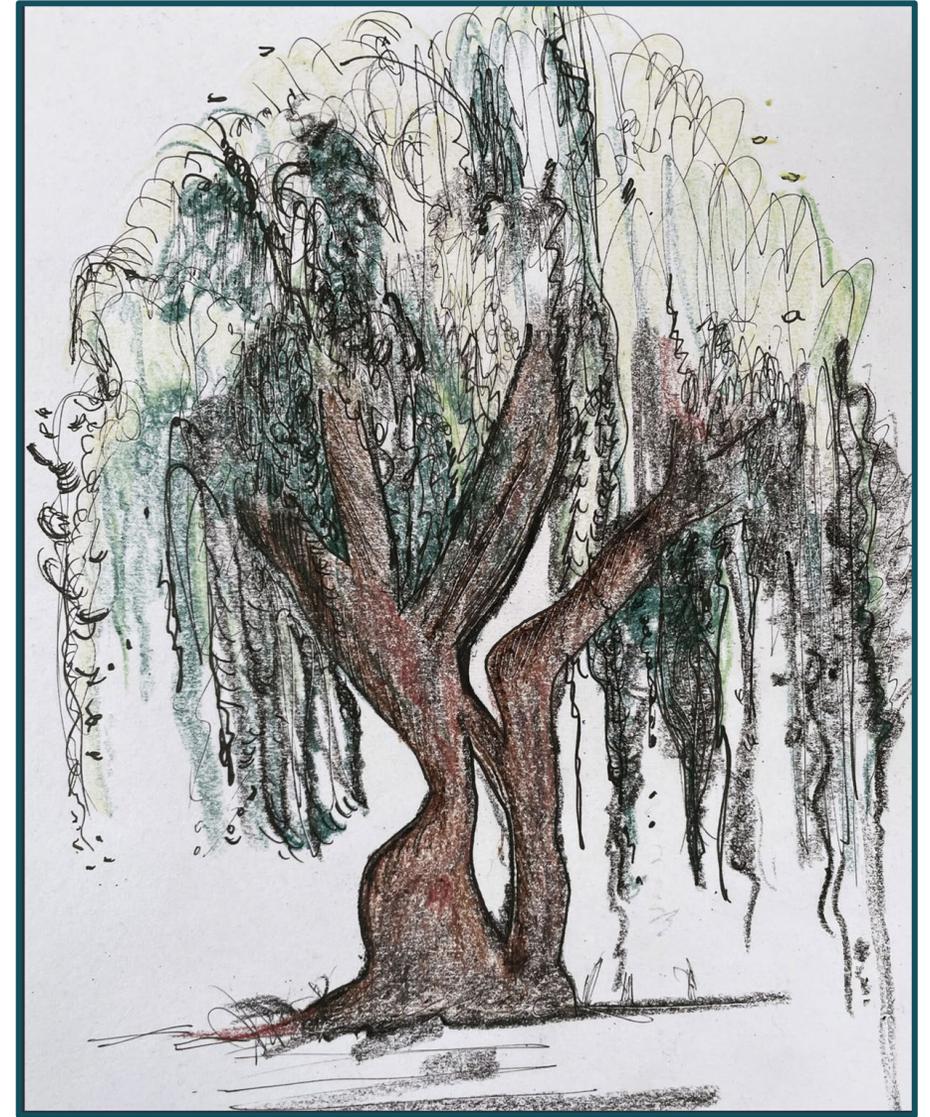
*Which of these outcomes are especially important in your work and how could partnership support your pursuit of them?*



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Bryn Mawr College Class of 2021  
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## Questions, inspirations and aspirations

- What inspires you about the potential of pedagogical partnership work in your own practice?
- What is one aspiration you can name in relation to existing or potential partnership work?
- What is a next step you might take to get (further) involved in partnership work/development?



Painting by Lauren Lattimore, Student Partner,  
Bryn Mawr College, Class of 2021  
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# Lighting talks and two workshops on Pedagogical Partnership

**11:00-11:30** Lightning shares: 4-minute presentations of 5 examples of established and nascent partnerships from your own context

## **11:30-13:00** Workshop on whole-course co-creation

- Review of this form of partnership
- Workshop using template

## **LUNCH**

**13:30-14:00** Lightning shares: 4-minute presentations of 4 examples of established and nascent partnerships from your own context

## **14.00-15.30** Workshop on pedagogical partnerships with liminally positioned student partners

- Review of this form of partnership
- Workshop using template



Artwork by Kaylyn Stewart, Student Partner,  
Bryn Mawr College Class of 2023

## Lightning Rounds—4-minute snapshots of developed or nascent pedagogical partnership in your context and practice

- Student Partnership in Course Design — NStEP
- Students as Partners within DCU Futures: Reimagining Higher Education for the 21st Century
- Student Volunteer Ireland Centres — Student Voice in Decision Making
- Peer-Led Wellness Cafe
- Co-creating Inclusion & Equity in Teaching & Learning

# Embracing Pedagogical Partnership

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**National Student  
Engagement Programme**  
Clár Rannpháirtíochta Náisiúnta  
na Mac Léinn



Dearbhú Cáilíochta  
agus Cáilíochtaí Éireann  
Quality and  
Qualifications Ireland



Union of Students in Ireland  
Aontas na Mac Léinn in Éirinn



HIGHER EDUCATION AUTHORITY  
AN tÚDARÁS um ARD-OIDEACHAS

## The National Student Engagement Programme (NStEP)

- ▶ Founded in 2016 – a partnership of Quality & Qualifications Ireland, the Higher Education Authority, and the Union of Students in Ireland.
- ▶ Promotes and strengthens student engagement at a national level by:
  - ▶ Working with students, students' unions, higher education institutions (HEIs), staff, and organisations/government bodies.
  - ▶ Providing training and professional development
  - ▶ Creating resources
  - ▶ Running workshops, seminars, network events, and conferences

**NStEP is here to support you!**

# Student Training Programme (STP)

- ▶ 4 student trainer-led modules (90 mins):
  - Introductory Class Rep Training (ICRT)
  - Advanced Class Rep Training (ACRT)
  - Representing Diversity Training (RDT)
  - Institutional Review Student Briefing sessions
- ▶ 4 online self-study modules:
  - StudentSurvey.ie and You
  - Understanding the Student Learning Experience
  - LAPS Strategy for Representation
  - Governance and Student Representation



# DCU Futures

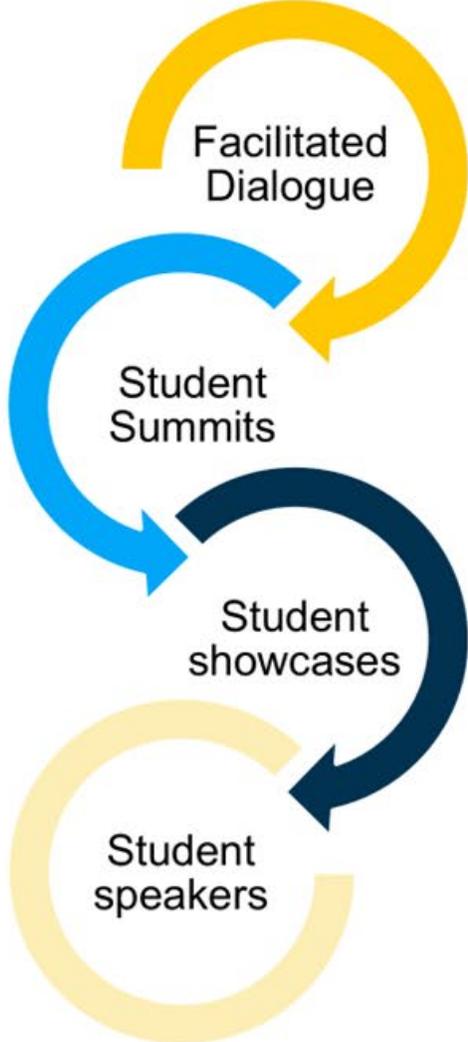
Dr Susan Hegarty  
Institutional Lead, DCU Futures



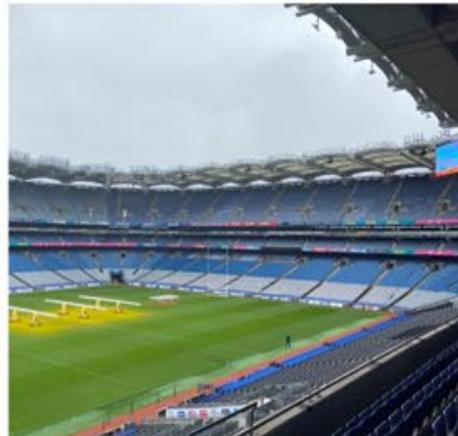
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# Students as partners



# The Tea's & C's we can all agree on..





# Co-creating Inclusion & Equity through Teaching & Learning Partnerships at UCC

**Dr Bonnie Mullinix**  
Research Fellow

**Dr Anna Santucci &**  
Sr. Lecturer/Principal Investigator

**Dr Sharon Ultsch**  
Postdoctoral Researcher

**with CIETL Teacher and Student Partners:**

**Joao Costa, Linda Murphy, Dave Otway, Ciara Staunton, Nuala Walshe & Clare Crowley**

**Alyson O'Kelly-Lynch, Alexander McSweeney, Asma Zulfiqar, Noah Helder**

**Michael Dowling, Khaled Alwisi, Abigail Foley, Chidozie Okorie & James Coakley**



## CIRTL Student Partners' Intersectional Identities

=

## Unique Perspectives and Insights into Inclusive Learning Practices

**Neurodiverse** - Autism, ADHD, ADD, Dyslexia, Dyscalculia and Dyspraxia

**Mature** - returning, early school leaver

**International, immigrant** - 1st/2nd generation/ESL

**Socio-economic Challenges** - financial, homelessness, family/community support

**Illness / Physical Disability** - chronic, barrier

**Mental Health** - anxiety, stress, depression

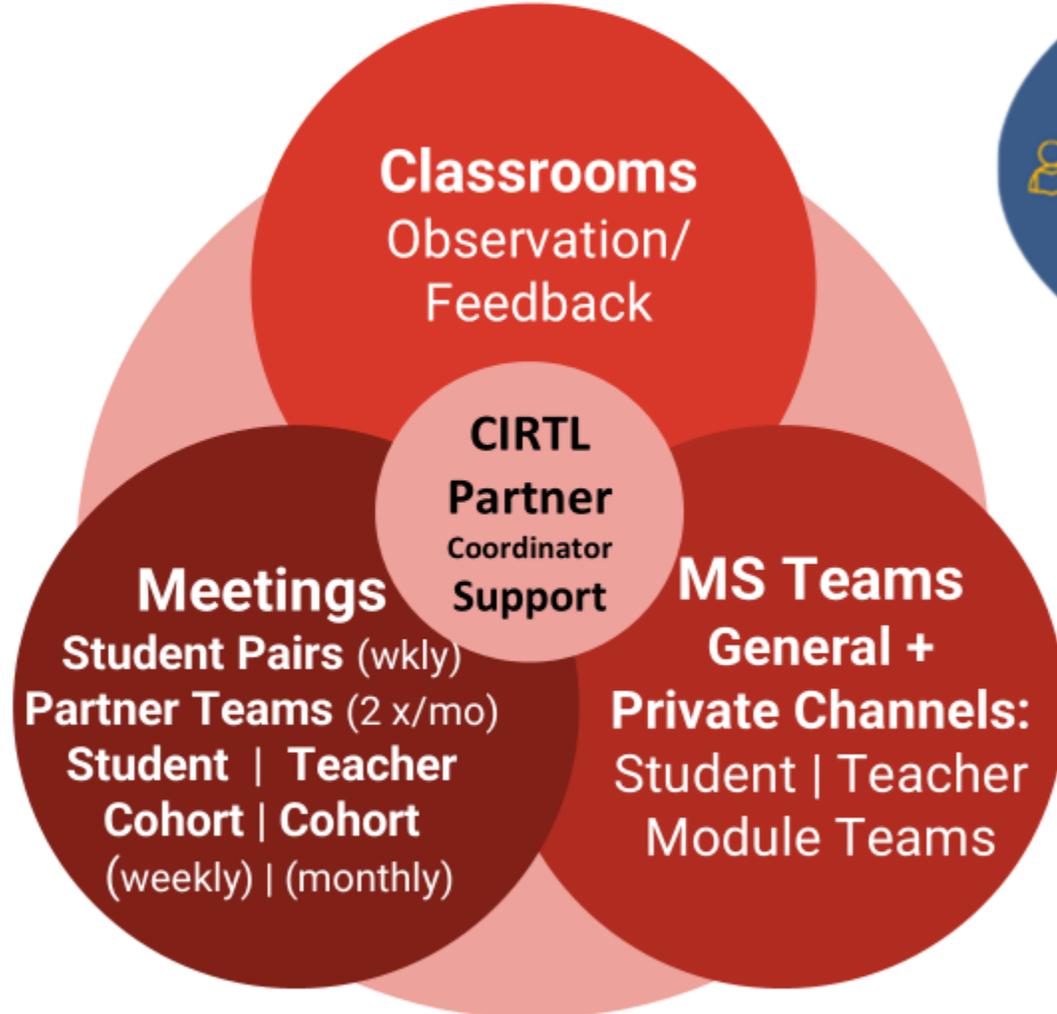
**Gender/Sexuality** - LGBTQIA+, belonging ...

**Life experience** - Addiction, Incarceration...

**Learning Challenges/Resilience/Strategies**



# CIRTL Pedagogical Partners Project



## Where We Work & What We Do



## Facilitated In-semester Student Feedback Process

Students taking module answer *key questions*:

1. What is really working for you that helps you learn in this module?
- 2a. What learning challenge(s) have you encountered in this module?
2. What improvements could be made in the module?
3. What can you as students do to improve the module?

Teacher Partner-Student Partner Teams meet to *review feedback and consider*:

1. Which small tweaks might be improved/implemented right away?
  2. What is good food for thought for next term?
  3. What deserves addressing/clarification in closing the loop?
- 

# **Core Themes Emerging**

**Radical Imagination**  
**Power-balanced Dialogue & Mutual Respect**  
**Agency & Mattering**  
**Reciprocity & Empowerment**  
**Care & Compassion**

*From preliminary & promising outcomes data*

# Student Success in Further and Higher Education

Emerging Themes from Student Focus Groups and Student Survey

Rebecca Roper

[rroper@hea.ie](mailto:rroper@hea.ie)

May 8<sup>th</sup> 2025



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# Sources

Student Focus Groups: 96 students across 36 online sessions March – April, 2025

Student Survey – Open until May 30<sup>th</sup> : Currently 1,400 participants across 6 HEI's



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# Emerging Themes

- Importance of relevance – work placements, internships, real-world projects
- Importance of teaching – need for building skills, communication, relevancy to the world of work
- Over 90% felt it was ‘extremely important’ or ‘very important’ that their lecturers engaged in CPD
- Role of communication across the HEI’s - many called for more active participation in their own learning through mutual respect and communication while others mentioned their teachers as ‘guides and mentors’
- Top challenges identified as the of cost of living and finding ‘balance’
- *‘Getting actionable feedback from my lecturer on an assignment or piece of work’* and *‘Being able to explain to someone else something I’ve learned’* – highest rated indicators of success from students.



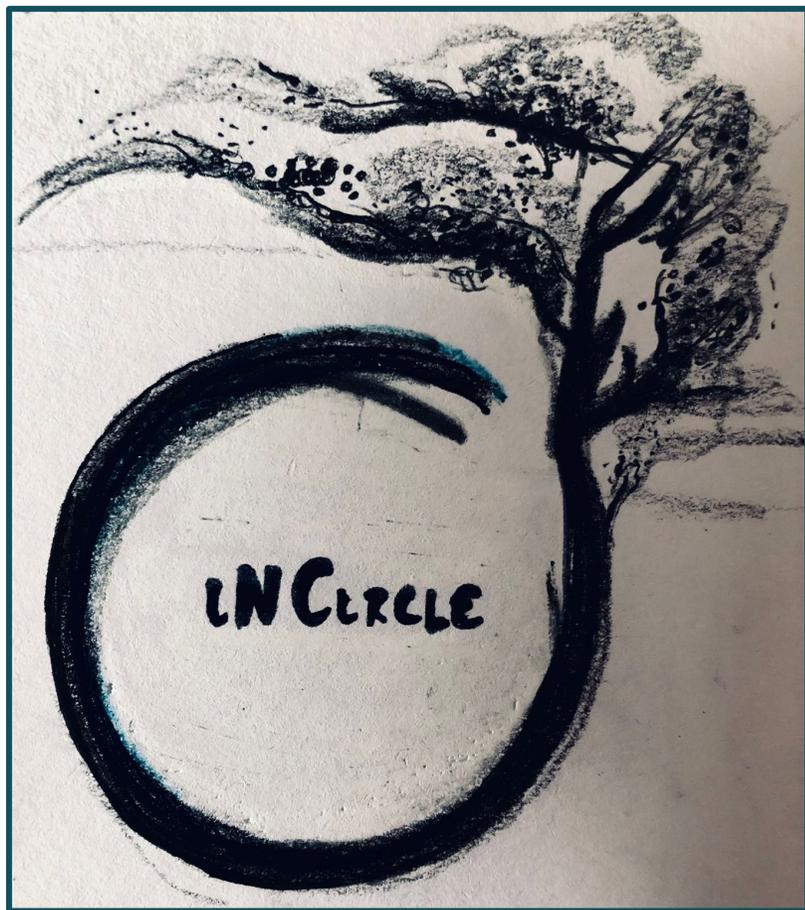
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8 May 2025

## Workshop

**What Kind of Mindset, Courage, and Practices  
Are Necessary to (Further) Embrace Pedagogical  
Partnership through Whole-of-Class Co-creation?**

**Dr. Alison Cook-Sather**

Mary Katharine Woodworth Professor of Education

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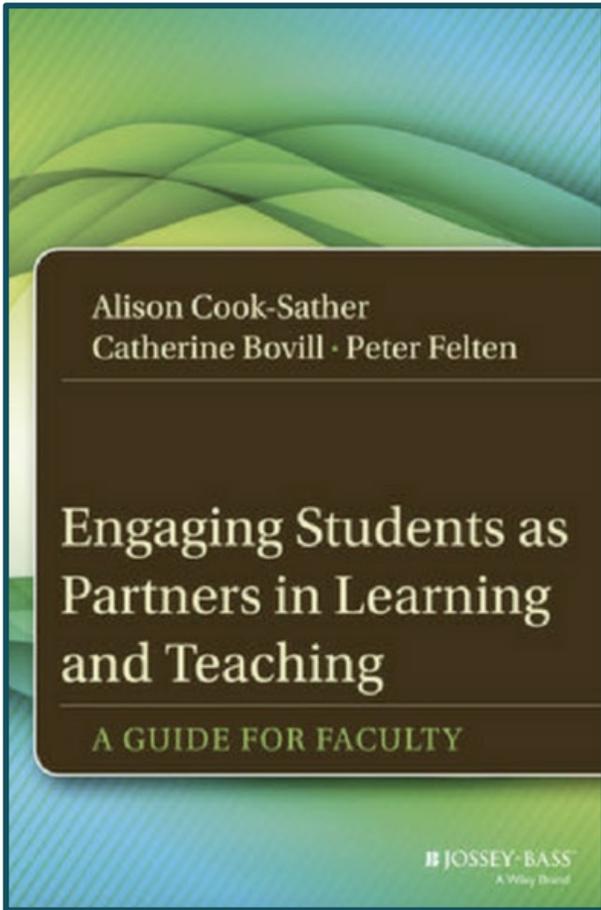
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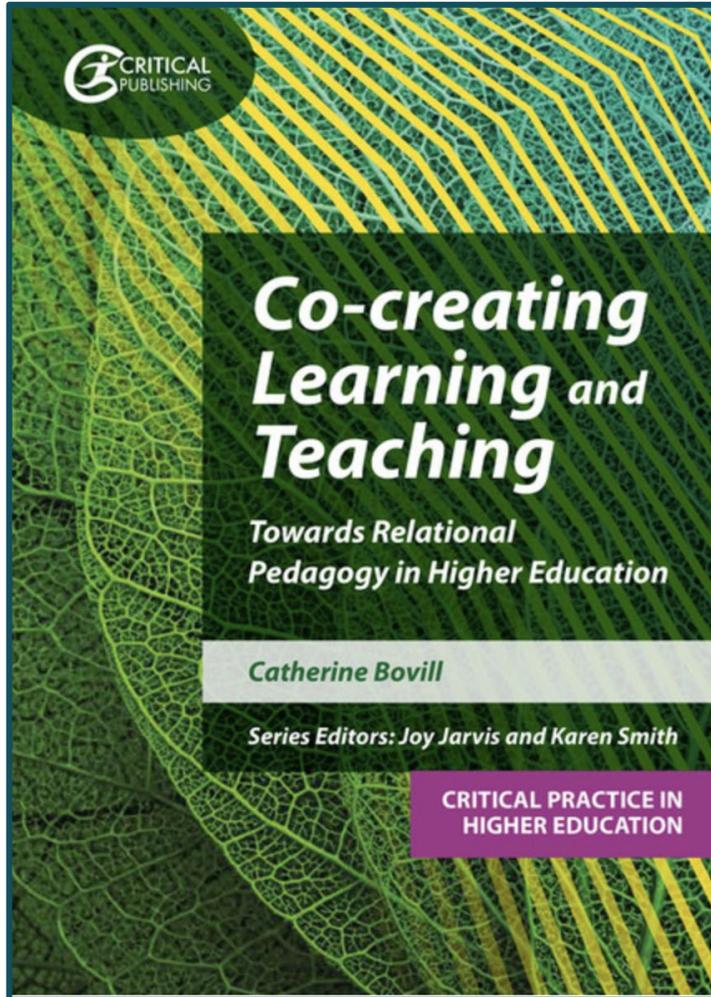
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# Examples of whole-class co-creation



- Course Commitment Form, which includes choice in how to complete and weight assignments
- Accountability Partners
- Check-ins at the start of class to co-create the learning environment
- Co-created annotated bibliography
- Posts to a shared Google Doc or Padlet to capture takeaways (or remaining questions) at the end of class
- Co-creation of assessment criteria

# Guiding questions for workshop

(1) What curricular, pedagogical, and professional development needs and desires might a whole-of-class co-creation through pedagogical partnership approach help you address?

(2) What structure and resources for supporting you and student partners might you develop?

(3) What will the focus of co-creation work be and why have you chosen this focus?

(4) What will success look like?

(5) What challenges do you anticipate in pursuing this project and how you will address them?

(6) Who might be involved in a conversation about how to proceed in developing a whole-of-class co-creation through pedagogical partnership project in your context?



## Inspirations and aspirations

- What insights did you gather from the lightning round and the workshop that can inform co-creation through pedagogical partnership work in your own practice?
- What aspirations do you have based on what you generated in today's workshop?
- What is a next step you might take?



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Bryn Mawr College, Class of 2021

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## Lightning Rounds—4-minute snapshots of developed or nascent pedagogical partnership in your context and practice

- Student Success Update
- UCD Students as Partners in Teaching and Learning
- Engaging Students with intellectual disabilities in storytelling for screen IADT
- Case Studies in Partnership - NSteP
- Transforming the student experience through learner empowerment in the Technological Universities and Institutes of Technology in Ireland with N-TUTORR supported by Next Generation EU

# Saorálaithe is Mic Léinn Éireann

## Student Volunteer Ireland

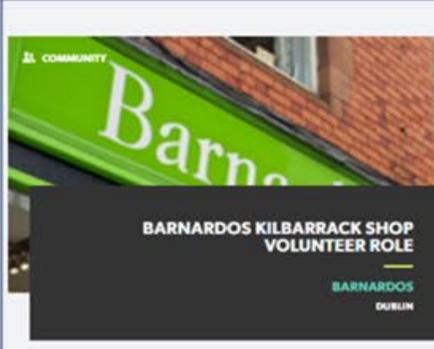


# Student Voice in Decision Making

 Executive Group    Management Group    Student and Community Advisory Group



**National Student Engagement Programme**  
Clár Rannpháirtíochta Náisiúnta na Mac Léinn



COMMUNITY  
**Barnardos**  
BARNARDOS KILBARRACK SHOP  
VOLUNTEER ROLE  
BARNARDOS  
DUBLIN



Open Courses  
Recognising Professional Development  
HEA NATIONAL FORUM  
ENABLING STUDENT VOLUNTEERING  
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UCD Teaching & Learning  
Teagasc agus Foghlaim

# UCD Students as Partners in Teaching and Learning



8 May 2025

Leone Gately - [leone.gately@ucd.ie](mailto:leone.gately@ucd.ie)  
UCD Students as Partners Initiative Lead

<https://www.ucd.ie/teaching/whatwedo/studentsaspartnersinteachingandlearning/>



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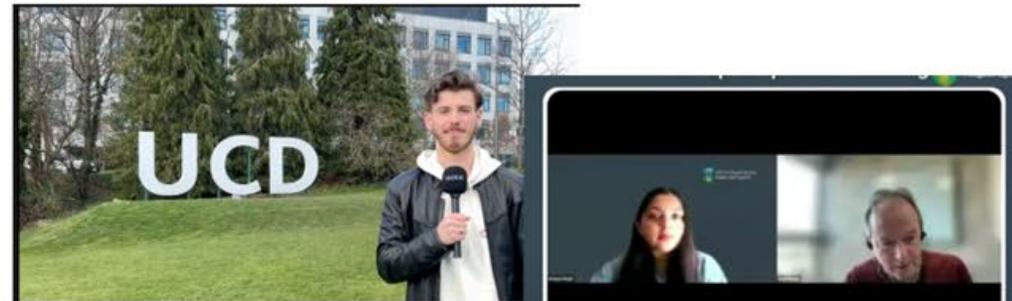


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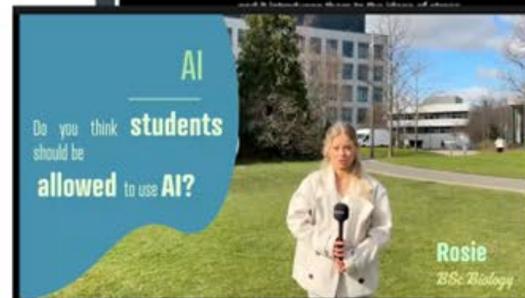
# Partnership Activities



Contributing to student-staff conversations at teaching and learning events, podcasting, student panels



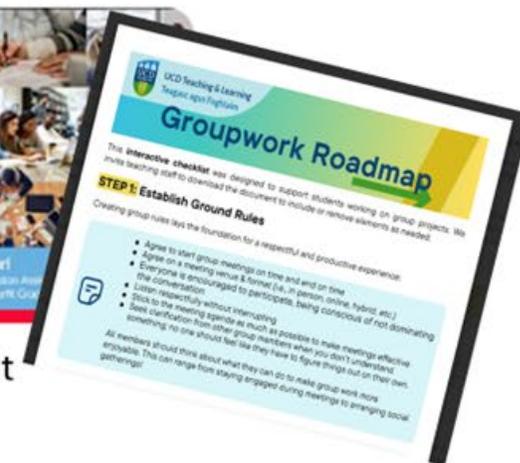
Interviewing staff and students – gathering feedback for various projects e.g. student voice symposium video set



Co-facilitation of workshops & joint conference presentations



Co-designing student and staff guides and web resources



# Experiences of Partnership

## Student Partner's comments

*"I felt that we, as student partners were valued as members of the team and our ideas taken into consideration....."*

*"Collaborating with the other SAPs and staff has helped me develop my skills of teamwork, time management and communication".*

*"I found the work highly enjoyable.... I was intrigued by the interviews with professors, as they provided me with diverse perspectives on teaching and learning."*

## Staff Partner's comments

*"It was a very positive and insightful experience that offered a window into the students' lives, which is usually only heard about from other faculty."*

*"Working with SAPs has lightened my workload in this area and will be a valuable contribution to the resources in this area."*

*"It was satisfying to see students grow in the role and see how they started collaborating with each other. This can be rewarding and reaffirms the value of the SAP process."*

# Key Takeaways



**Organisation:** requires clear principles, structures, guidance and clarity on partnership roles and a shared workspace



**Requires an investment of time:** working with student partners can be enjoyable, beneficial and including the student perspective is valued by colleagues



**Trust, respect and shared responsibility** are central to developing and sustaining meaningful partnerships



*Embrace Student Partnership and approach with a **flexible and open mindset**, continue to improve with **ongoing shared reflections and evaluation***



NATIONAL FORUM  
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Rialtas na hÉireann  
Government of Ireland

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DL155 - Certificate

**Creative Pathways for All  
– Learning to Learn**

**Screenwriting for Diverse  
Learners**

**Dr. Sivakumar  
Ramachandran  
(Ganesh)**

## The starting point:

- Students with mild intellectual disability
- Very creative minds
- Visual storytelling strengths
- Highly enthusiastic
- A non-conformist approach to storytelling for screen
- High level of emotional intelligence
- Frustrated by the rigidity of conventional approaches
- Very diverse within their group
- Partnership between students, Ganesh (lecturer), specialist tutors and Project Manager, Dr. Catherine Rossiter
- Creative Pathways student partnership with others in the same class, from a cross-faculty Workshop module in (Climate Change) screenwriting.

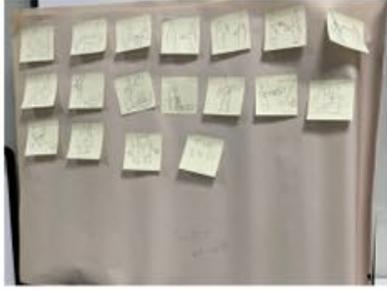


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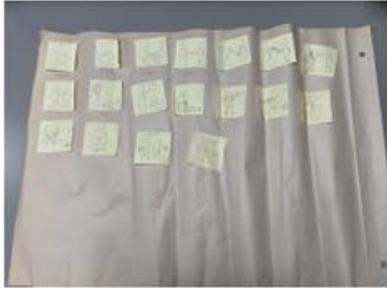


AI generated from text prompt

## The classroom partnership approach of the lecturer:



- Partnership to guide projects, teams and individual students; dynamically adapting
- Partnership with tutors, who took the lead in student individual support
- Lecturer ensured student projects met the core learning outcomes
- Lecturer learnt from the tutors how to develop partnerships with each student
- Collaborative encouragement from staff to support and promote diverse directions of the students
- Identified and nurtured the valuable contributions of each student
- Established a homogenous and mutually co-working, respectful class, partnership lead.



AI generated from text prompt



AI generated from text prompt



**National Student  
Engagement Programme**  
Clár Rannpháirtíochta Náisiúnta  
na Mac Léinn



# National Student Engagement Programme Case Study Hub

- ▶ Established December 2022
- ▶ 27 Case Studies
- ▶ Student-Staff Partnerships in Action
- ▶ Student Engagement in Teaching and Learning Enhancement
- ▶ Student Partnership Approaches to Assessment
- ▶ Developing Student-Led Peer Support

# “A Collaborative Approach to Designing and Implementing Student-Staff Partnership Work”

Deirdre Casey and Cliona Hatano - Munster Technological University

- ▶ **Project Aim:** to rethink and redesign how the Academic Learning Centre (ALC) communicates and promotes its services to the wider student body.
- ▶ **Partnership Team:** academic support staff, academic teaching staff, undergraduate students, and postgraduate students.
- ▶ Deliberate effort made at building relationships and explaining how partnership works, with students and staff commenting on equality and the flattened hierarchy within the project.
- ▶ Partnership work challenged participants to set their roles within the institution to one side and embrace a flat structure. Stepping outside hierarchical roles was more challenging than expected for participants.

**Hierarchy in Partnership**

**Skills Development**

**Empathy & Insight**

**Discomfort & Uncertainty**

## ***4 Key Themes Developed***

<https://studentengagement.ie/wp-content/uploads/2024/05/MTU-A-Collaborative-Approach-to-Designing.pdf>

# N-TUTORR Transforming Learning for the TU Sector

Dr Carina Ginty (ATU) & Dr Moira Maguire (DKIT)

Student Empowerment TU Sector Leads, N-TUTORR

<https://ATU.ie/NTUTORR>

[www.transforminglearning.ie](http://www.transforminglearning.ie)

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6 Themes



Digital Transformation in Teaching and Learning



Education for Sustainability



Academic Integrity and Assessment

4 Streams



Equality, Diversity and Inclusion



Universal Design for Learning (UDL)



Employability

AMAZING Team

### N-TUTORR Programme Streams 1 - 4



- S1** Transform the Student Experience through learner empowerment
- S2** Transform Learning, Teaching and Assessment by Developing Staff Capabilities
- S3** Enable Digital Ecosystems to transform Learning, Teaching and Assessment
- S4** NEW Securing progress & sustaining for the TU sector



# Why is student empowerment important?



Involving learners in decision-making enhances the effectiveness of educational approaches by **addressing student-specific needs**.



Collaboration between students & staff **fosters a more student-centered learning environment**, enabling students to drive change & engage more deeply in their education.



Promotes **creative expression** and provides opportunities for students to **explore & develop skills**.

By building students' self-confidence and helping them to make evidence-based decisions it inspires them to be successful and to make positive changes in society and within higher education.

Student empowerment is at the very heart of the N-TUTORR national programme. The aim is to equip students with the knowledge and skills to take greater ownership of their own education and play a role in the transformation and improvement of the learning experience.

**Student Empowerment supplement in the Irish Times (June 2024)**

<https://www.irishtimes.com/sponsored/2024/06/25/transforming-the-learner-experience-through-student-empowerment/>



**STUDENTS AS PARTNERS  
IN INNOVATION AND  
CHANGE**

National Conference & Showcase for  
N-TUTORR Fellowships & Student Champions

SAVE THE DATE

**17 APRIL 2024**

Hogan Suite  
**Croke Park**

+ ONLINE (HYBRID)

[www.transforminglearning.ie](http://www.transforminglearning.ie)



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# Stream 1 Student Empowerment Key Initiatives



Students as Partners in Innovation & Change Fellowship Programme



MyDigitalBackpack.ie



AREA Student Competency Framework



TU Sector Needs Analysis for Micro Credentials



Student Champions



Published November 2024

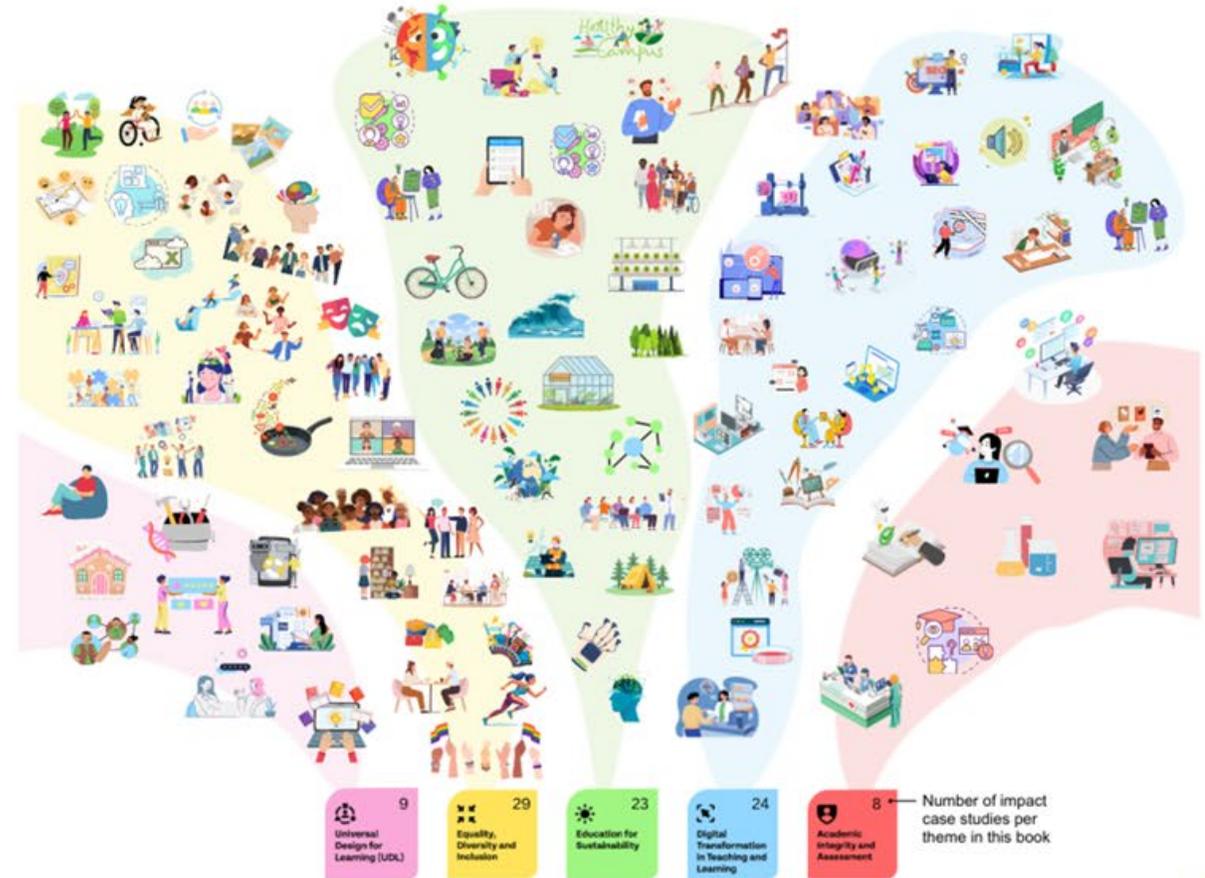
Student Empowerment in the Technological Universities and Institutes of Technology in Ireland:

A collection of impact case studies from the N-TUTORR students as partners in innovation and change fellowship programme 2022-2024



95 powerful stories of transformative student-staff partnership

175 student empowerment projects across the TU sector

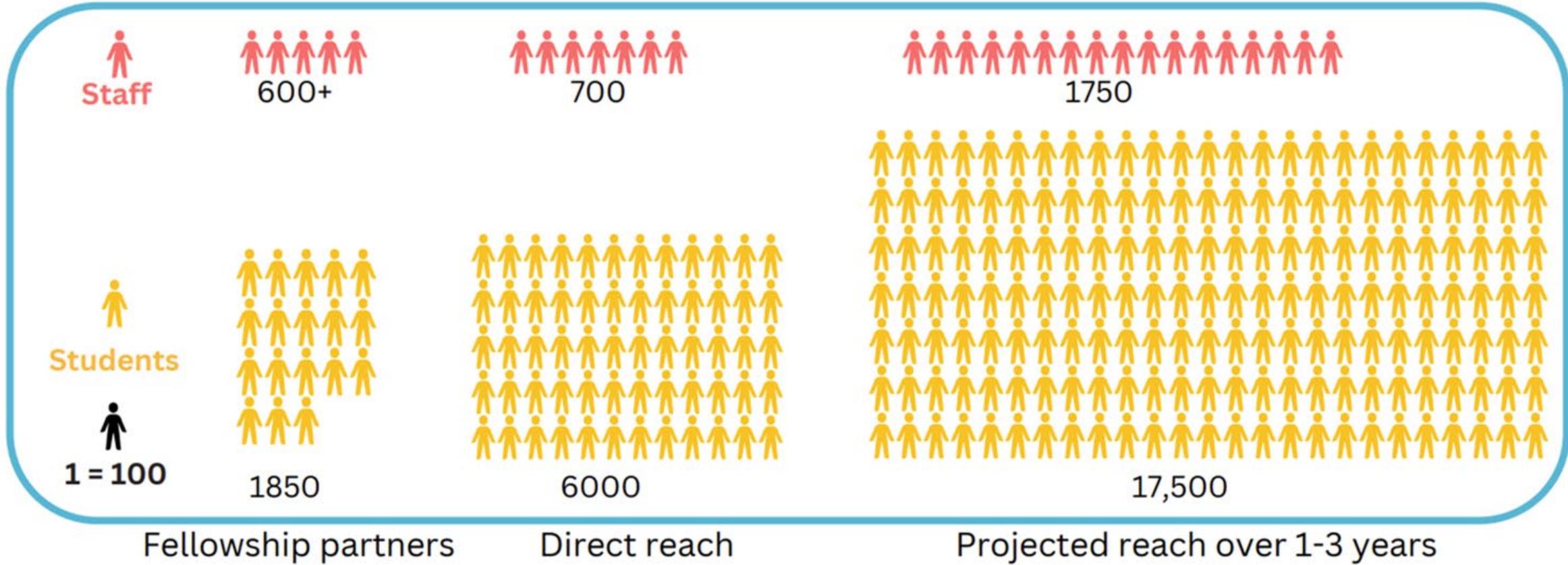


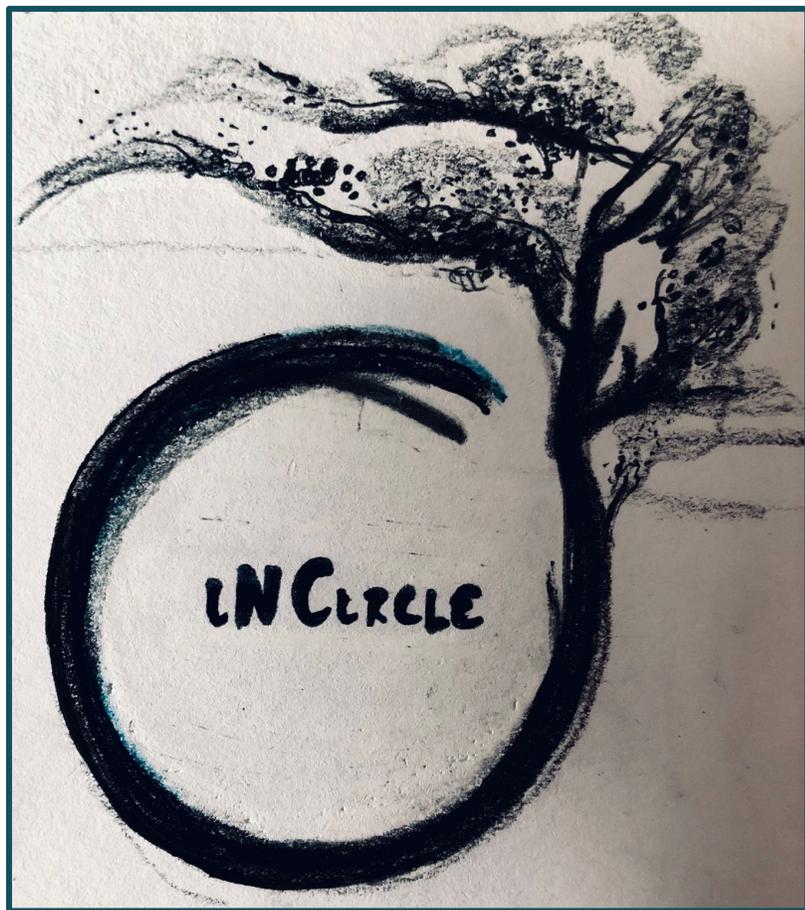
Transforming Learning

N-TUTORR



# 175 national fellowship projects





Painting by Lauren Lattimore  
Bryn Mawr College Class of 2021

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Higher Education Authority, Ireland

8 May 2025

## Workshop

What Kind of Mindset, Courage, and Practices Are  
Necessary to (Further) Embrace  
Pedagogical Partnership with  
Liminally Positioned Student Partners?

**Dr. Alison Cook-Sather**

Mary Katharine Woodworth Professor of Education

Bryn Mawr College, and Director, Teaching and Learning Institute

Bryn Mawr and Haverford Colleges, USA

[acooksat@brynmawr.edu](mailto:acooksat@brynmawr.edu)

<https://www.alisoncooksather.com/>

## Definition and principles of pedagogical partnership

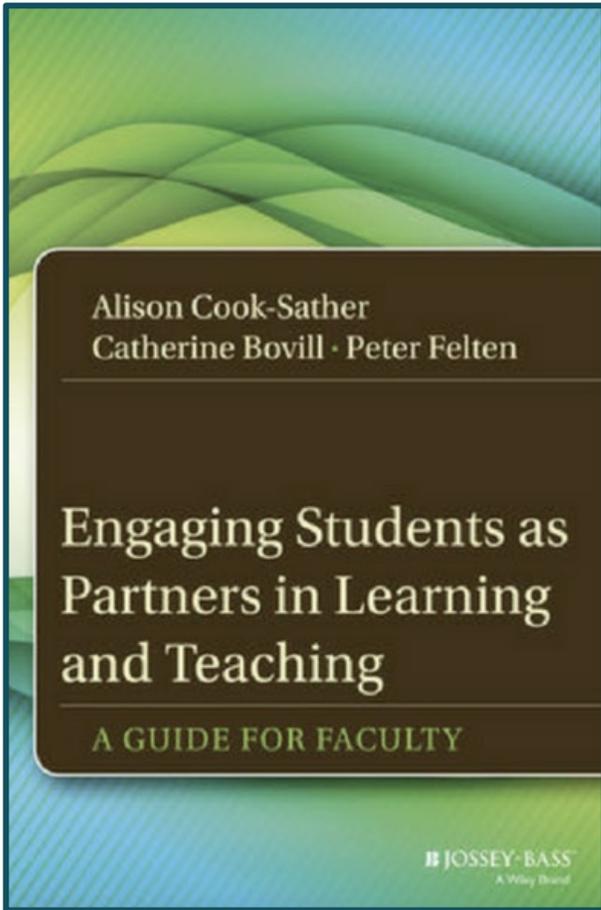
“A collaborative, reciprocal process through which all participants have the opportunity to contribute equally, although not necessarily in the same ways, to curricular or pedagogical conceptualization, decision making, implementation, investigation, or analysis.” - Cook-Sather, Bovill, & Felten, 2014, pp. 6-7

- **Respect**—an attitude
- **Reciprocity**—a mode of interacting
- **Shared responsibility**—a process and an outcome

For detailed discussions of these points, see *Engaging Students as Partners in Learning and Teaching: A Guide for Faculty* (Cook-Sather, Bovill, & Felten, 2014, pp. 1-6)

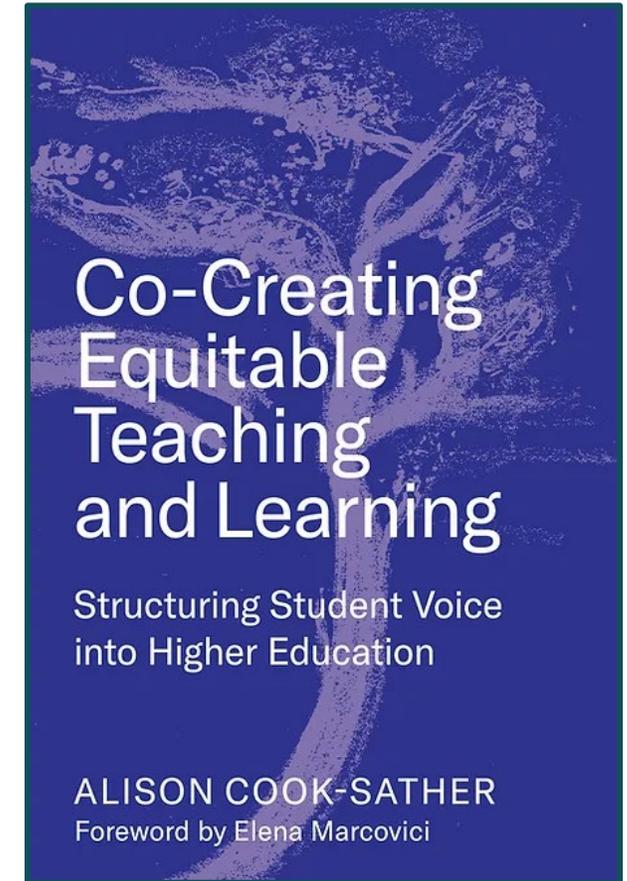
*Pedagogical partnership is enacted within “an ethic of reciprocity”: a “process of balanced give-and-take not of commodities but rather of contributions: perspectives, insights, forms of participation.”* (Cook-Sather & Felten, 2017, p. 181)

Cook-Sather, A., & Felten, P. (2017). Ethics of Academic Leadership: Guiding Learning and Teaching. In F. Wu & M. Wood (Eds.), *Cosmopolitan Perspectives on Academic Leadership in Higher Education* (pp. 175-191). London: Bloomsbury Academic.



# Practices of curriculum- and pedagogy-focused partnership at multiple levels

- **Classroom level**
  - **Liminally-positioned student partners:** one-on-one, semester-long student-faculty partnerships that include weekly classroom observations, weekly meetings, and exploration of all aspects of teaching and learning ([example](#))
  - **Whole-of-class co-creation:** all enrolled students ([example](#))
- **Course level**
  - **Curricular or pedagogical design or redesign:** one-on-one or small groups of students partner with faculty and/or staff prior to or after a course to develop course materials, assignments, assessments, and pedagogical practices, etc. ([example](#))
- **Program and department level**
  - **Pedagogy Circles for ongoing, cross-constituency dialogue:** facilitated by pairs of student partners and open to all faculty, staff, and students ([example](#)) [[pdf](#)]
  - **Departmental explorations** of particular issues
- **Individual, institutional, or cross-institutional level**
  - **Scholarship of Teaching and Learning (SoTL)** ([example](#))



See this text for explorations of the first three levels:

<https://www.hepg.org/hep-home/books/co-creating-equitable-teaching-and-learning>

# Guiding questions for workshop

(1) What curricular, pedagogical, and professional development needs and desires might a pedagogical partnership approach help you address?

(2) What structure and resources for supporting student partners might you develop?

(3) What will the focus of project's work be and why have you chosen this focus?

(4) What will success look like?

(5) What challenges do you anticipate in pursuing this project and how you will address them?

(6) Who might be involved in a conversation about how to proceed in developing a pedagogical partnership project in your context?



## Inspirations and aspirations

- What insights did you gather from the lightning round and the workshop that can inform pedagogical partnership work in your own practice?
- What aspirations do you have based on what you generated in today's workshop?
- What is a next step you might take?



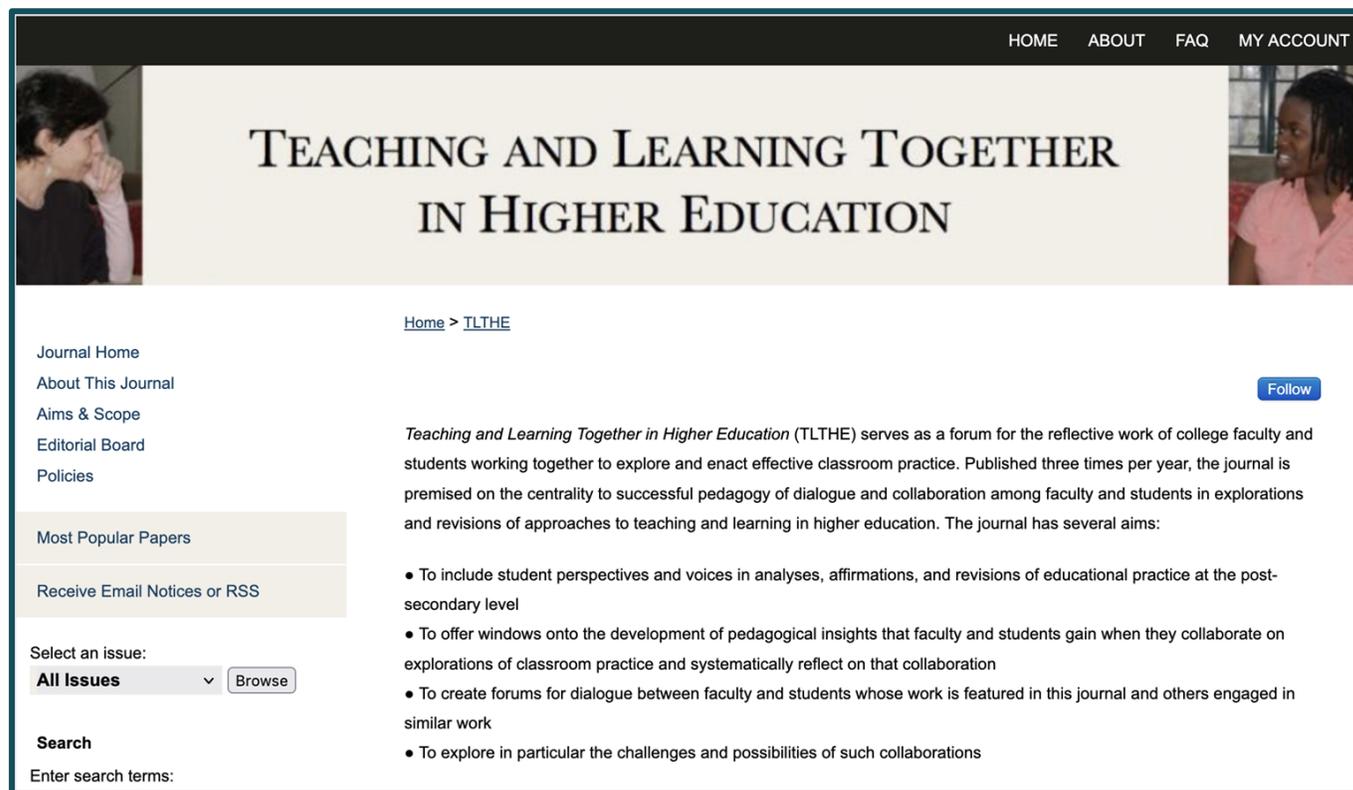
Painting by Lauren Lattimore, Student Partner,  
Bryn Mawr College, Class of 2021  
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# Writing Reflective Essays for *Teaching and Learning Together in Higher Education*

## Workshop 2, Dublin

Dr. Alison Cook-Sather, Ph.D.  
Mary Katharine Woodworth Professor of Education  
Bryn Mawr College  
Director, Teaching and Learning Institute  
Bryn Mawr and Haverford Colleges, USA

[acooksat@brynmawr.edu](mailto:acooksat@brynmawr.edu)  
<https://www.alisoncooksather.com/>



The screenshot shows the homepage of the journal *Teaching and Learning Together in Higher Education* (TLTHE). The page features a dark navigation bar with links for HOME, ABOUT, FAQ, and MY ACCOUNT. Below the navigation bar is a large banner with the journal's title in a serif font, flanked by two photographs of people. The main content area includes a breadcrumb trail (Home > TLTHE), a 'Follow' button, and a paragraph describing the journal's purpose and aims. A list of aims is provided, followed by a search section with a dropdown menu set to 'All Issues' and a 'Browse' button.

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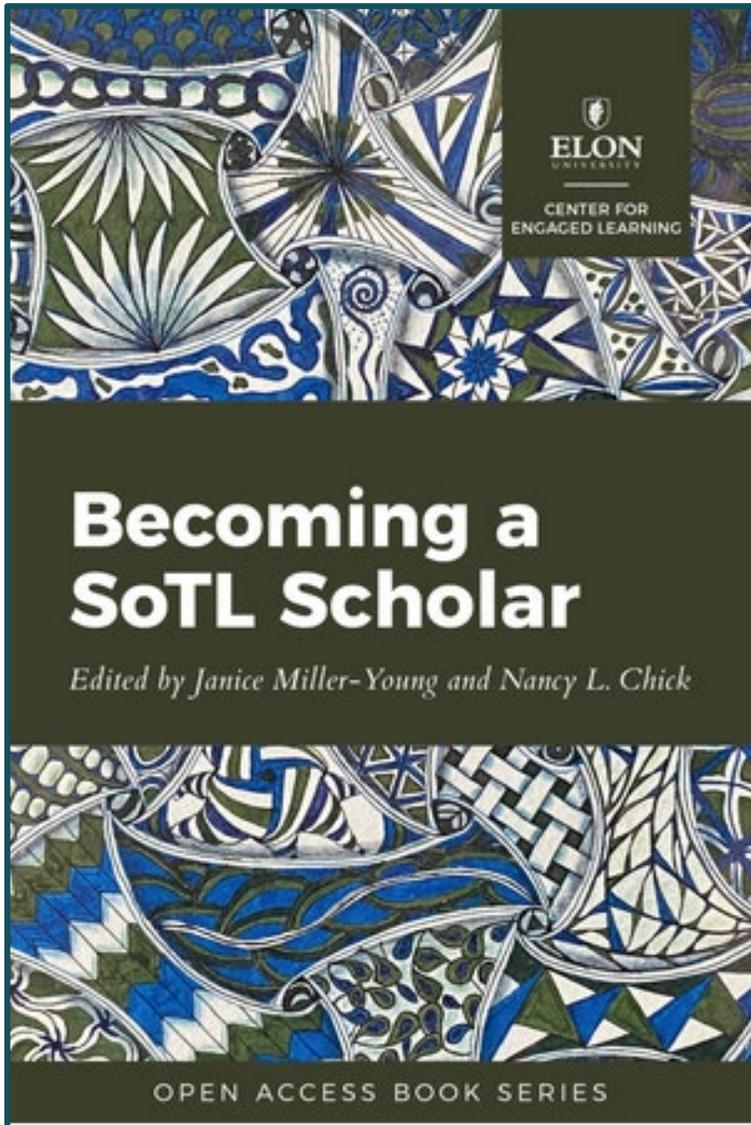
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*Teaching and Learning Together in Higher Education* (TLTHE) serves as a forum for the reflective work of college faculty and students working together to explore and enact effective classroom practice. Published three times per year, the journal is 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



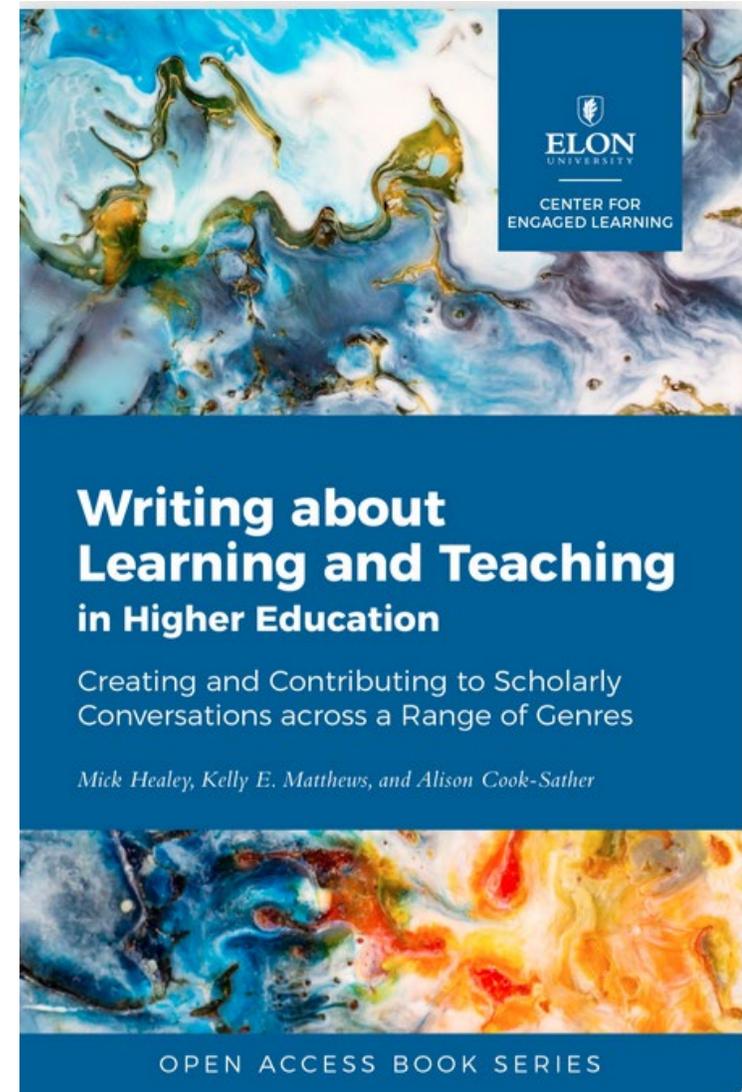
## Respond to or revisit key questions

*5 minutes of silent writing, 5 minutes of talking with 1-2 others, and 10 minutes of whole group discussion*

- Who is/will be authoring or co-authoring this reflective essay? How do/will you introduce yourself and your context to readers?
- What is the story you want to share with a wider audience?
- What are the key understandings you want readers to gain ?

## Discuss responses to questions and sample essays

- What struck you as most powerful in the stories authors shared and analyzed?
- How are your goals similar to and different from the author(s) of the essay(s) you read?
- What choices did authors make that you would want to emulate or diverge from, and why?



<https://www.centerforengagedlearning.org/books/writing-about-learning/>

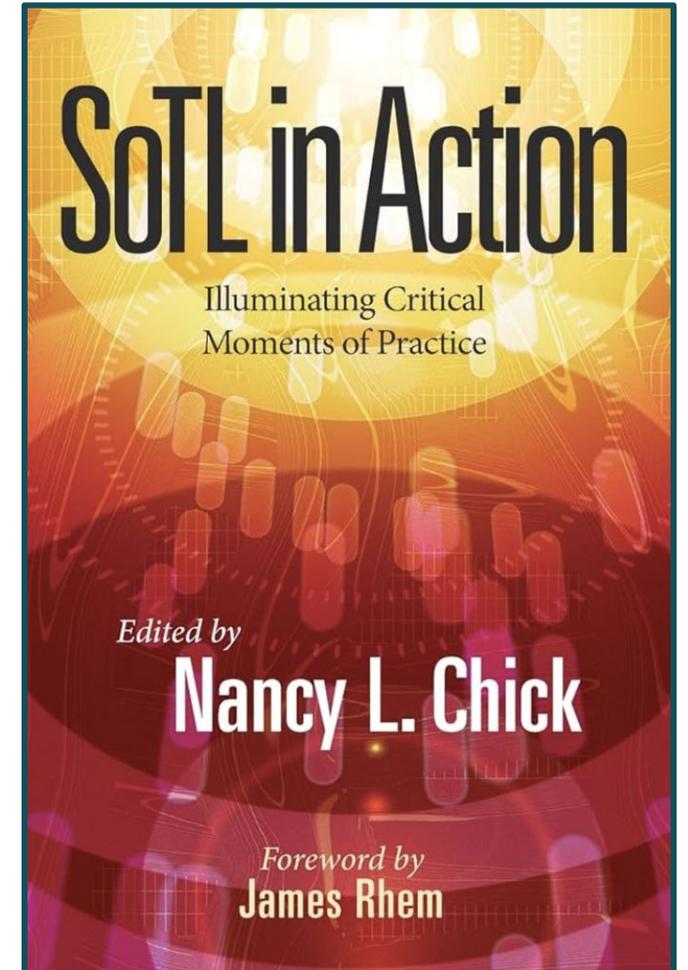
# Working with the reflective essay template or on drafts

If you have a draft, work on it silently or in conversation with co-authors.

If you haven't drafted yet, download this template:

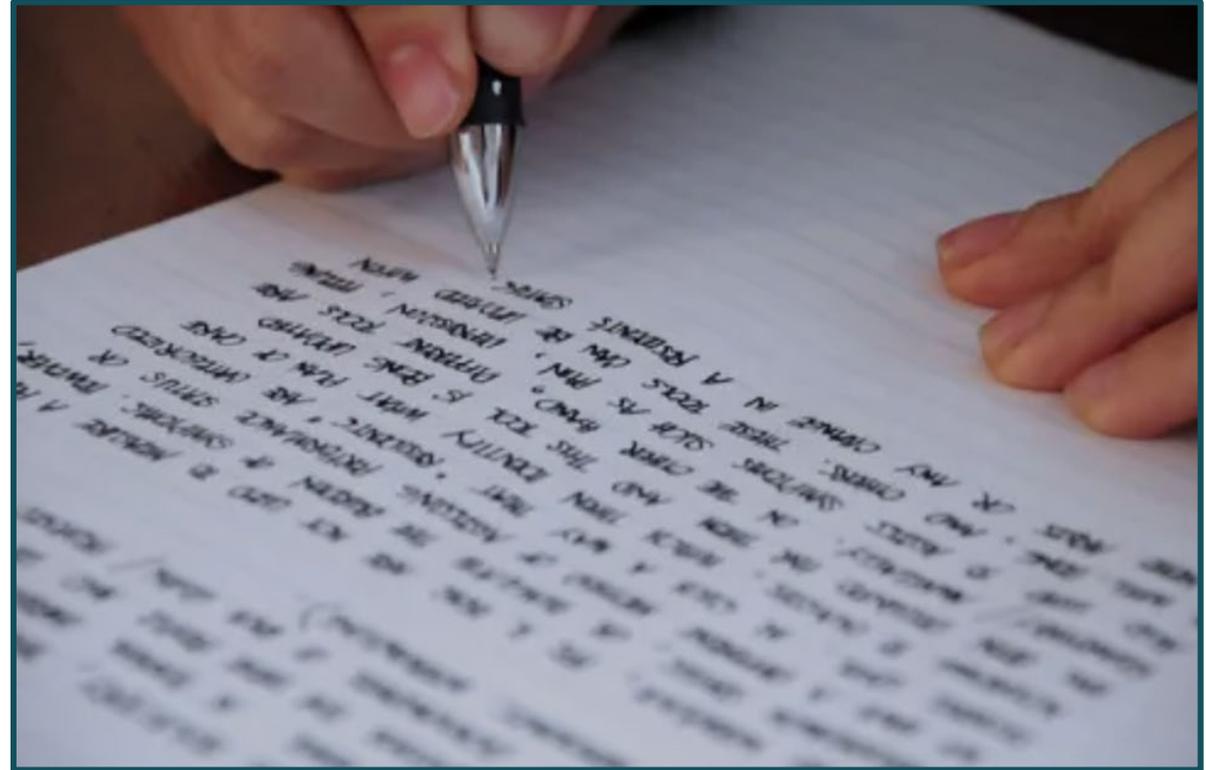
- <https://docs.google.com/document/d/1aEDG3oiL019fFtD-5fWWiDAsyNLvzV0k/edit?usp=sharing&oid=108129123944161442133&rtpof=true&sd=true>
- Spend 15 minutes silently responding to the questions in writing

Everyone, keep note of what questions you want to bring to the group for input/feedback



# Open question time

- What was clarified for you through working on your draft or addressing the questions on the template?
- What challenges, questions, or roadblocks came up for you?





BREAK

16.45-16.50

# Offering affirmations and encouragements

- Pair work:
  - Talk with one other person about what you learned through responding to the template questions and during the open-question time
  - Authors share where you are with your essay and what feedback you would welcome
  - Listeners offer affirmations and encouragements
  - Switch roles



<https://www.aota.org/education/scholarship-of-teaching-and-learning>

# Add final (for now) thoughts to reflective essay template or essay

- Return to template and add final (for now) thoughts
- Prepare to share final thoughts / takeaways / inspirations with the whole group



# Final thoughts / takeaways / inspirations shared with the whole group

HOME ABOUT FAQ MY ACCOUNT

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- To create forums for dialogue between faculty and students whose work is featured in this journal and others engaged in similar work
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