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Nota di contenuto	Engaging Students as Partners in Learning and Teaching; Contents; Preface; Alison's Story; Cathy's Story; Peter's Story; Our Intended Audience and Approach; Structure of the Book; A Note on Terminology; Acknowledgments; About the Authors; 1 What Are Student-Faculty Partnerships?: Our Guiding Principles and Definition; Guiding Principles for Student-Faculty Partnerships; Respect; Reciprocity; Responsibility; So What Exactly Do We Mean by Partnership?; How Radical Is the Notion of Student-Faculty Partnership?; One Vision of the Possible; Conclusion 2 Preliminary Questions about Student-Faculty PartnershipsConclusion; 3 Partnerships with Students: Examples from Individual Faculty; 1. Designing a Course or Elements of a Course; Case Study 1: Student-Faculty Course Design; Review of Designing a Course or Elements of a Course with Students; 2. Partnerships Responding to the Student Experience during a Course; Case Study 2: Midcourse Feedback as a Part of Sustained Dialogue and Collaboration with Students; Review of Responding to the Student Experience during a Course; 3. Assessing Student Work Case Study 3: Using Computer Software to Support Students to Peer

Review Each Other's Work in Large Undergraduate Classes  
 Review of Assessing Student Work; Conclusion; 4 Program-Level Approaches to Student-Faculty Partnerships; 1. Programs Supporting Course Design and Redesign; Case Study 1: Course-Design Teams at Elon University; 2. Programs Supporting Explorations of Classroom Practice While a Course Is Being Taught; Case Study 2: The Students as Learners and Teachers (SaLT) Program at Bryn Mawr College; 3. Programs Supporting Research on Learning and Teaching  
 Case Study 3: The "Students as Change Agents" Program at the University of Exeter  
 Benefits and Drawbacks of Moving from Individual to Programmatic Approaches; Moving Further from Pedagogical Solitude toward Teaching as Community Property; Securing Institutional and Financial Support; Shifting Institutional Culture; Potential Loss of Freedom and Spontaneity; Potential for Ossification; Potential for Imposition; Recommendations for Those in Faculty Development Roles; Serve as Intermediaries; Build on Existing Commitments among Faculty  
 Promote and Practice Cocreative Approaches in Academic Development Forums  
 Act as a Bridge between Different Parts of the University and Influence Policy; Conclusion; 5 Outcomes of Student-Faculty Partnerships: Support from Research Literature and Outcomes for Faculty and Students; Partnership as a Means to Reach Our Goals in Higher Education; A Note About Research Methodology; What Are the Outcomes of Partnership?; Outcome 1: Engagement-Enhancing Motivation and Learning; Engagement Outcomes for Students; Engagement Outcomes for Faculty  
 Outcome 2: Awareness-Developing Metacognitive Awareness and a Stronger Sense of Identity

#### Sommario/riassunto

"The book is designed to offer both a theoretical grounding and practical guidelines and advice--from faculty, students, and coordinators/directors of teaching and learning centers--on how to develop student-faculty partnerships focused on affirming and improving teaching and learning in higher education. This is a why-to and a how-to book, and it provides those interested in trying out their own version of student-faculty partnerships with theory and evidence that supports such efforts, various models of how to go about creating and supporting such partnerships, and advice from a wide-range of experts, on the one hand, and faculty and students who have tried this approach, on the other hand. That balance--of theory, step-by-step guidelines, expert advice, and practitioner experience - will provide those interested with a wide range of perspectives and possibilities on how to build student-faculty partnerships and various levels of guidance. The book will include helpful responses to a range of questions that we have been asked by academic staff from different institutions, disciplines, and levels of experience. These responses will attempt to help faculty overcome some of the perceived barriers to student-faculty partnerships and suggest a range of possible levels of partnership that might be appropriate in different circumstances"--