RESPECT, RECIPROCITY, AND SHARED RESPONSIBILITY IN CONTEXT: HOW TO BUILD A STUDENT-FACULTY PEDAGOGICAL PARTNERSHIP PROGRAM IN YOUR INSTITUTION

This seminar will give you the opportunity to explore basic theory behind, examples of, and approaches to developing student-faculty pedagogical partnership programs focused on analyses and development of classroom practice, curricular design or redesign, and assessment in institutions of higher education. The primary model will be Students as Learners and Teachers (SaLT), the student-faculty pedagogical partnership program Alison created in 2006 at Bryn Mawr and Haverford Colleges in the United States. Alison will also draw on lessons from ten other pedagogical partnership programs she has helped to launch. Listen and learn as Alison leads you through a series of steps that will support you in analyzing SaLT and other programs, conceptualizing how to develop a partnership project or program appropriate to your context, and planning initial steps (if you are just at the beginning) or sustaining your project or program (if you have already launched one).

Date: Thursday 6 October 2016
Time: 10am - 12pm
Venue: Room 217 Sir Llew Edwards Building (14)
The University of Queensland, St Lucia, Brisbane

Register: HERE

PROFESSOR ALISON COOK-SATHER

Alison Cook-Sather is the Mary Katharine Woodworth Professor of Education and Director of the Peace, Conflict and Social Justice Studies concentration at Bryn Mawr College and Director of the Teaching and Learning Institute at Bryn Mawr and Haverford Colleges in the mid-Atlantic United States. Alison holds a Ph.D. from the University of Pennsylvania’s Graduate School of Education, an M.A. from Stanford University, and a B.A. from the University of California at Santa Cruz.

Between 2011 and 2015, Alison was the Jean Rudduck Visiting Scholar at Homerton College, University of Cambridge, Cambridge, England. In this role she ran an annual Student Voice Seminar in Cambridge that brought together scholars, teachers, students, and policy makers from around the world.

Alison’s research focuses on how various metaphors and the classical anthropological concept of liminality can be used to analyze how education is and might be conceptualized and practiced and on how differently positioned participants in education can work together toward deeper learning. She is also one of the leading scholars on student voice work, particularly student voice in teacher education and professional development, and on student-faculty pedagogical partnerships in higher education. Alison has published over 80 articles and book chapters and five books, including Engaging Students as Partners in Learning and Teaching: A Guide for Faculty.