**Discussion questions drawing on Chapter 1:**

**Why might you develop a pedagogical partnership program**

**and what might get in the way?**

***Why develop a pedagogical partnership program?***

If you are considering developing a pedagogical partnership program on your campus, we recommend that you gather both same-constituency and mix-constituency groups of people together to address questions such as:

* Why might you want to develop a pedagogical partnership program?
* What explicit and implicit purposes can you articulate for developing a pedagogical partnership program?
* In what ways would such a program be in keeping with the campus culture and in what ways might it be countercultural?

Consider using [“Templates and Activities to Explore Hopes, Concerns, and Strategies for Developing Pedagogical Partnership Programs” resource] for discussions such as these.

***What is the research evidence on the benefits of pedagogical partnership programs?***

Some faculty, students, staff need research evidence to convince them of the relevance of any given approach; others have neither time nor interest in such scholarship. If research might be of interest to potential participants on your campus, consider sharing research on the benefits of participating in pedagogical partnership to:

* all faculty and student participants
* faculty who are new to institutions
* students who have traditionally been under-represented in and under-served by institutions of higher education
* institutions that want to transform their cultures

In addition to the benefits outlined in Chapter 1, consider using [“Selected Reading Lists” resource] and [“Outcomes of Pedagogical Partnership” resource] in support of these conversations.

***What might get in the way of your developing a pedagogical partnership program?***

Given the significant challenges to traditional structures, roles, and relationships posed by pedagogical partnership, we recommend that you consider what might get in the way of your developing a partnership program. Again, with both same-constituency and mix-constituency groups of people, draw on the set of points outlined in Chapter 1 to explore together:

* What are the most common challenges to developing pedagogical partnership?
* What are key assumptions and expectations that participants bring?
* What are the threshold concepts to partnership?

Useful templates and activities to use to address some of these questions might include a list of structured questions Alison and colleagues have developed for use at conferences as well as Doubting/Believing, Radical Listening, and Snowball activities. We include these in [“Templates and Activities to Explore Hopes, Concerns, and Strategies for Developing Pedagogical Partnership Programs” resource].

**Discussion questions drawing on Chapter 2:**

**How do you know what kind of partnership program is right for your context, and why might faculty and students want to participate?**

We discuss in Chapter 2 the kinds of key questions you will want to address to decide what kind of pedagogical partnership program would be a good fit for your context. Context matters. There is no one-size-fits-all model, although the questions we offer should be useful across contexts.

***Who on your campus is interested and invested in the idea of partnership?***

It’s key to find collaborators who are open, engaged, and thoughtful. Might you gather such people together and address these questions:

* What is the aim, scale, and timeframe of the project or initiative?
* What are the conceptual frameworks adopted that will guide understandings and practices?
* What are the emotions, attitudes, behaviors, and values of the participants in pedagogical partnership?
* What is the meaning of partnership, or how will you define what it is that you hope and plan to do?

***What can you learn from existing models of pedagogical partnership?***

While you will need to develop a program that is appropriate to your context, you do not need to invent everything from scratch. What can you learn from the programs that have already developed at institutions like yours and different from yours?

* Which aspects of the approaches taken at the following institutions might you want to build on or emulate?
  + McMaster University in Canada
  + University of Virginia in the United States
  + University of Queensland in Australia,
  + Kaye Academic College of Education in Be’er Sheva, Israel
  + Victoria University of Wellington in Aotearoa New Zealand
* How have SaLT and programs like it expanded beyond student-faculty partnerships?
* In what other ways might existing partnership programs be further developed/expanded?

***How can you learn about student and faculty interests and goals?***

Looking outward at other institutions will give you certain kinds of information, but you also need to get a sense from the members of your own educational institution of their particular interests and goals.

* What questions might you include sending surveys and focus groups to learn why might faculty and students might want to participate in a pedagogical partnership program?
* Are there places on campus where partnership is already happening that you could connect to or build on?
* What is missing on campus that partnership could help address?

**Discussion questions drawing on Chapter 3:**

**How can you situate and structure the program, how do you get started, and how might you plan for sustainability?**

Once you have considered why you might develop a pedagogical partnership program (Chapter 1) and generated responses to questions regarding the kind of program that makes sense in your context (Chapter 2), you will want to decide what kind of pedagogical partnership program would be a good fit for your context. Context matters. There is no one-size-fits-all model, although the questions we offer should be useful across contexts.

***How might a pedagogical partnership program on your campus be structured?***

In the one-pager for Chapter 1 we focused on why you might develop a pedagogical partnership program, research support for this work, and what might get in your way. In Chapter 3 we invite you to consider how you might structure a program once you have worked your way through the kinds of questions we pose in Chapters 1 and 2.

***Might you convene groups of campus stakeholders, including students, and ask them:***

* How will a pedagogical partnership program fit into the larger institution (e.g., in relation to reporting, other programs, and promotion and tenure)?
* Where should it be located?
* How should you compensate student and faculty partners’ work?

***What will you call your program and its participants?***

These are among the most important decisions you will make, since names matter for what they convey both within and beyond your institution.

* What kinds of campus-wide and more focused discussions might you have in which you invite stakeholders to discuss what might you call what you want to do?
* Considering the names of other programs and partners, which terms resonate for you and your campus, which do not, and why?

***What plans can you make to launch and to sustain a partnership program?***

It is important to take careful, deliberate steps in planning and launching a pedagogical partnership program, both to establish a stable foundation and to ensure that you can build on that foundation going forward.

* Given the advice in Chapter 2 and in [“How the SaLT Program Got Started” resource] and [“Steps in Launching Pedagogical Partnership Programs” resource], what set of steps can you generate for yourself for planning a pilot program?
* Are there [temporary] positions, such as post-baccalaureate fellow, that might you create to help launch, develop, or sustain a partnership program?
* What are the key considerations regarding sustainability in your context?

**Discussion Questions for Chapter 4:**

**What are the shared responsibilities of facilitating pedagogical partnerships?**

You might think of facilitation as the responsibility of program directors, but in pedagogical partnership, it is everyone’s responsibility. Consider the following questions regarding roles and responsibilities.

***How do you conceptualize facilitation?***

Everyone has different ideas about what facilitation entails, and people on your campus may have different notions of the facilitation roles in pedagogical partnership. Consider exploring these kinds of questions together:

* What is the range of forms of facilitation already enacted on your campus?
* How do you see facilitation of pedagogical partnership as described in this chapter being similar to those forms or constituting a new form of facilitation?
* What particular challenges, if any, do you anticipate with the forms of facilitation partnership requires?
* How can you convey to potential participants in pedagogical partnership programs the importance of affirmation?

***What is your understanding of roles and responsibilities in pedagogical partnership?***

By definition, pedagogical partnership complicates traditional roles and responsibilities of faculty, students, and others. Addressing the questions below, all of which we explore in this chapter, can help you clarify for yourself your own and others’ understandings.

* What is your understanding of the shared roles and responsibilities of all participants in partnership? What are the distinctions or differences among the roles and how can you support participants in pedagogical partnership clarifying those for themselves and for one another?
* In what contexts and in what ways are feedback offered on your campus? How are those similar to and different from feedback in and about pedagogical partnership discussed in this chapter and in Resource 16: Ways of Conceptualizing Feedback?

***How can you foster and embrace productive attitudes and approaches?***

* What kinds of trust-building activities might you explore and create as part of developing pedagogical partnerships on your campus?
* Considering the discussion of overarching attitudes and approaches we offer, which might already exist on your campus, which might need to be developed, and how will you support both?
* What challenges of communication (e.g., writing professional emails, being cognizant of others’ investment in partnership and other commitments, ) do you anticipate within your partnership program and also between participants and those not involved? How will you prepare partners to manage these?
* What will student partners **not** be responsible for in your partnership program? How can you keep in mind and convey those boundaries to others?

**Discussion Questions for Chapter 5:**

**What approaches might program directors take to plan for and support pedagogical partnerships?**

The questions below are directed primarily to program directors, but those of you in other roles might also want to consider them from your perspective. If you are a program director, these questions will be essential to your role as facilitator and supporter of pedagogical partnership. And if you are a faculty partner, student partner, or librarian, dean, or other campus community partner, it is worth clarifying for yourself your own perspectives on these questions since you will not only participate in but also facilitate pedagogical partnership.

***What approaches might you take to inviting and responding to prospective participants in a pedagogical partnership program?***

These are many questions to consider as you move into the work of actually launching or further developing a pedagogical partnership program. Consider addressing questions such as the following with the stakeholders and potential participants in your program:

* What approaches might you take to inviting and responding to prospective participants?
* Are these approaches similar to or different from the ways people are invited or responded to regarding other opportunities on campus?
* What messages are you sending to prospective participants and also to others on campus and beyond regarding who participates and why?
* What criteria will you use to match student and faculty partners? When might it make sense for student-faculty partners to be in different disciplines and when in the same discipline?

***How might you support participants as their partnerships unfold?***

What structures and processes will you develop to support partners in naming and navigating power dynamics?

***How can you best support pedagogy-focused pedagogical partnerships?***

* How will you achieve the best balance between offering support and affording participants flexibility and freedom in classroom-focused partnerships?
* What kind of guidelines will you develop for student and faculty participants?
* How will you orient faculty and student partners to classroom-focused partnership?
* With what frequency and forms of facilitation will you support reflection and dialogue among participants?

***How can you best support curriculum-focused pedagogical partnerships focused on:***

* *co-planning a course before it is taught?*
* *co-creating a course while it is unfolding?*
* *redesigning a course after it is taught?*
* *making explicit and challenging the hidden curriculum?*

**Discussion Questions for Chapter 6:**

**What approaches can student and faculty partners use**

**in pedagogy-focused partnerships?**

Chapter 6 focuses on approaches that faculty and student partners might want to take in classroom-focused partnerships. It begins with discussing how to establish rapport, and then moves through a series of questions and recommendations establishing, sustaining, and concluding classroom-focused pedagogical partnerships; making the most of their partnership; and particular techniques student and faculty partners use, including: taking observation notes; mapping classroom interactions; gathering feedback; creating end-of-term annotated lists; and writing thank-you letters. You might also wish to consult the following resources, which go into detail about these:

* [“Ways of Conceptualizing Feedback” resource]
* [“Ways of Thinking about Listening” resource]
* [“Questions that Facilitate Productive Talking and Listening” resource]
* [“Mapping Classroom Interactions” resource]
* [“Gathering Feedback” resource]
* [“Representing What Student and Faculty Partners Have Explored” resource]

***How can student and faculty partners prepare and establish a focus for partnership?***

* Consider the recommendations in the first part of this chapter for how student and faculty partners in your context can best lay the foundation for a productive pedagogical partnership. Can you think of other ways to prepare?
* How can student and faculty partners establish a focus for their work?
* Do the common areas of focus for pedagogical partnerships listed in this chapter resonate in your context, or do you anticipate other areas you might want to name?

***What particular approaches to classroom-focused partnership do you want to embrace in your context?***

* What should the student partner role and responsibilities be in any given partnership?
  + Weekly observations and meetings or only meeting? If observations, mapping?
  + Gathering feedback?
  + End-of-term annotated lists?
  + Thank-you letters?
  + Other possibilities?
* What are the pros and cons of asking student partners to interact directly with students enrolled in the course?

***What can student and faculty partners do to make the most of their partnership?***

* Which of the points listed in this chapter would support productive partnership in your context?
* Which others do you want to identify and be sure to discuss?

**Discussion Questions for Chapter 7:**

**What approaches can student and faculty partners take to curriculum-focused partnerships?**

Chapter 7 focuses on examples of curriculum-focused partnerships. Undertaking these form sof partnership require being clear on what you understand curriculum to be and deciding when in the process of curricular conceptualization and unfolding you want the partnership to take place.

***What is your definition of curriculum?***

* Consider the definitions offered in this chapter and clarify for yourself what your understanding is—and how it does or does not align with your pedagogical commitments and practices.

***Given your definition, which forms of curriculum-focused pedagogical partnership can you imagine pursuing in your context?***

* Co-planning a course before it is taught?
* Co-creating and/or revising while a course is unfolding (either with students enrolled in the course or students not enrolled)?
* Redesigning after a course has been taught?
* Making explicit and challenging the hidden curriculum?
* Other forms?

***Who might participate in curriculum-focused pedagogical partnerships on your campus—faculty; students, librarians; IT staff, others?***

***How will participants in your context decide on the focus of curricular co-creation?***

* Responding to institution- or department- wide curricular revision mandates?
* Drawing on faculty and student lived experiences and identities to co-create from the ground up?
* Faculty inviting students to re-imagine how best to structure engagement with course content?
* Other drivers or inspirations?

***What techniques from classroom-focused pedagogical partnerships might you use to inform curriculum redesign? Revisit Chapter 6 and:***

* [“Visiting Faculty Partners’ Classrooms and Taking Observation Notes” resource]
* [“Mapping Classroom Interactions” resource]
* [“Gathering Feedback” resource], and
* [“Representing What Partners Have Explored” resource]

***What might the process of curricular co-creation look like?***

* *Which and how many people should participate? How might you schedule time and distribute responsibilities?*

**Discussion Questions for Chapter 8: How might you manage the most common logistical and emotional challenges of partnership?**

Many of the chapters of this book focus on the promises and possibilities of pedagogical partnership, but it is also important to name and address the challenges we and others have encountered. In Chapter 8, we identify the most common challenges to developing pedagogical partnership. These include managing everyone’s complex schedules and lives, differentiating teaching assistants and student partners, considering diversity of identities and roles, acknowledging and managing the emotional labor involved in partnership, and what to do if something challenging happens. Here are questions for discussion to help you consider and plan for these:

* ***What do you anticipate will be the most common challenges to developing pedagogical partnership in your context?***
* ***How might you manage everyone’s complex schedules and lives?***
* ***Should you insist on differentiating teaching assistants and student partners? What are the benefits and drawback of distinguishing and blending the roles?***
* ***What considerations might you take into account regarding diversity of identities and roles?***
* ***We note the various kinds of emotional labor involved in partnership. Which of these do you anticipate in your context, and are there other kinds you can imagine?***
* ***What advice will you give participants in your context regarding what they should do if something challenging happens?***

**Discussion Questions for Chapter 9:**

**How might you assess pedagogical partnership work?**

As you think about developing or extending pedagogical partnership work in your context, what approaches can you imagine all participants taking to assessing the partnership work as it unfolds, and why would you use those particular approaches?

* How will student and faculty partners regularly assess their partnership work?
* How will student partners make the most of weekly meetings with other student partners and the program director, and how will faculty partners make the most of weekly meetings with their student partners?
* Why will student partners want to keep a record of their reflections?
* What questions might facilitate reflection from student and faculty partners on the shared work of pedagogical partnership?
* What role can program directors play in student and faculty partner reflections on their work as well as their own reflections?

***What approaches might you take to assessing the process and outcomes of partnership work at the individual, programmatic, and institutional levels?***

* What might you ask regarding the way pedagogical partnership is unfolding?
* What more formal structures might you create for assessing outcomes?
* When might informal assessment inform more formal review processes?