**Selected Readings Lists**

Throughout *Student-Faculty Pedagogical Partnerships in the Classroom and Curriculum: A How-To Guide for Faculty, Students, and Academic Developers in Higher Education*, we note sources to consult for further discussions of particular points. In this resource, we list those sources by chapter.

**Chapter 2: Where can you learn more about other colleges’ and universities’ approaches to developing pedagogical partnership programs?**

The publications listed below both describe other programs and projects and include contact information of facilitators and, in some cases, participants. While we cannot go into detail about the structures and practices of these different programs and projects, we encourage you to read these publications and contact those involved with them to learn more.

Bell, Amani, Tai Peseta, Stephanie Barahona, Suji Jeong, Longen Lan, Rosemary Menzies, Tracy Trieu, and Ann Wen. 2017b. “In Conversation Together: Student Ambassadors for Cultural Competence.” *Teaching and Learning Together in Higher Education*, *21*.<https://repository.brynmawr.edu/tlthe/vol1/iss21/5>

Cook-Sather, Alison, Catherine Bovill, and Peter Felten. 2014). *Engaging Students as Partners in Learning & Teaching: A Guide for Faculty*. San Francisco: Jossey-Bass.

Goldsmith, Meredith, and Nicole Gervacio. 2011. “Radical Equality: A Dialogue on Building a Partnership—and a Program—through a Cross-campus Collaboration.” *Teaching and Learning Together in Higher* *Education* 3. <https://repository.brynmawr.edu/tlthe/vol1/iss3/4/>

Goldsmith, Meredith, Megan Hanscom, Susanna A. Throop, and Codey Young. 2017. “Growing Student-Faculty Partnerships at Ursinus College: A Brief History in Dialogue.” *International Journal for Students as Partners* 1(2). [https://doi.org/10.15173/ijsap.v1](https://doi.org/10.15173/ijsap.v1i2.3075)

Healey, Mick, Abbi Flint, and Kathy. Harrington. (2014). *Students as Partners in Learning and Teaching in Higher Education*. York: Higher Education Academy. <https://www.heacademy.ac.uk/engagement-through-partnership-students-partners-learning-and-teaching-higher-education>

Matthews, Kelly E. 2017. “Students and Staff as Partners in Australian Higher Education: Introducing Our Stories of Partnership. *Teaching and Learning Together in Higher Education* 21.<http://repository.brynmawr.edu/tlthe/vol1/iss21/1>

Oleson, Kathryn, and Knar Hovakimyan. 2017. “Reflections on Developing the Student Consultants for Teaching and Learning Program at Reed College, USA.” *International Journal for Students as Partners* 1(1). <https://doi.org/10.15173/ijsap.v1i1.3094>

Volk, Steven. 2016. “Student-Faculty Partnerships: Collaborating to Improve Teaching and Learning.” <http://languages.oberlin.edu/blogs/ctie/2016/05/01/student-faculty-partnershipscollaborating-to-improve-teaching-and-learning/>

**Chapter 6: What approaches can student and faculty partners use in pedagogy-focused partnerships?**

***What are some common areas of focus for pedagogical partnerships?***

Creating more inclusive classrooms

Cook-Sather, Alison, and Praise Agu. 2013. “Students of Color and Faculty Members Working Together toward Culturally Sustaining Pedagogy. In *To Improve the Academy: Resources for Faculty, Instructional, and Organizational Development*, edited by James E. Groccia and Laura Cruz, 271–85. San Francisco: Jossey-Bass/Anker.

Cook-Sather, Alison, and Crystal Des-Ogugua. 2018. “Lessons We Still Need to Learn on Creating More Inclusive and Responsive Classrooms: Recommendations from One Student-Faculty Partnership Program.” *International Journal of Inclusive Education.* DOI: 10.1080/13603116.2018

Marquis, Elizabeth, Bonnie Jung, Anne Fudge Schormans, Sara Lukmanji, Robert Wilton, and Susan Baptiste. 2016c. “Developing Inclusive Educators: Enhancing the Accessibility of Teaching and Learning in Higher Education.” *The International Journal for Academic Development* 21(4), 337–49.

Perez, Kerstin. 2016. “Striving toward a Space for Equity and Inclusion in Physics Classrooms.” *Teaching and Learning Together in Higher Education* 18. <https://repository.brynmawr.edu/tlthe/vol1/iss18/3>

Encouraging engagement and contribution to classroom discussion

Abbott, Clara, and Laura Been. 2017. “Strategies for Transforming a Classroom into a Brave and Trusting Learning Community: A Dialogic Approach.” *Teaching and Learning Together in Higher Education* 22. <https://repository.brynmawr.edu/tlthe/vol1/iss22/3>

Cheung, Floyd. 2015. “Valuing Half-formed Thoughts in Class Discussions.” (from Bellarmine University Teaching Tip Archive)

Reckson, Lindsay V. 2014. “The Weather in Hemingway.” *Teaching and Learning Together in Higher Education 11*. <https://repository.brynmawr.edu/tlthe/vol1/iss11/6>

Wagner-McCoy, Sarah, and Ezra Schwartz. 2016. “Gaining New Perspectives on Discussion-based Classes in English and the Humanities.” *Teaching and Learning Together in Higher Education 17*. <https://repository.brynmawr.edu/tlthe/vol1/iss17/3>

Teaching in the context of social and political complexity

Volk, Steven. 2016. “Finding Our Voice in a ‘Post-Truth’ Era.” (blog post from Oberlin’s Center for Teaching Innovation and Excellence). [http://languages.oberlin.edu/blogs/ctie/2016/12/11/finding-our-voice-in-a-post-truth-era/]

Kreider, Tim. 2018, March. “Go Ahead, Millennials, Destroy Us.” *New York Times*. [https://www.nytimes.com/2018/03/02/opinion/go-ahead-millennials-destroy-us.html]

Chavez, Alicia Fedelina, and Susan Diana Longerbeam. 2016. Chapter 6: Top 10 Things Faculty Can Do to Teach Across Cultures*. Teaching Across Cultural Strengths: A Guide to Balancing Integrated and Individuated Cultural Frameworks in College Teaching.*

Nelson, Craig. 2010. “Dysfunctional Illusions of Rigor: Lessons from the Scholarship of Teaching and Learning.” *To Improve the Academy* 28, 177–92.

Souza, Tasha. 2016. “Managing Hot Moments in the Classroom: Concrete Strategies for Cooling Down Tension.” **(**pp. 4-5) [http://provost.tufts.edu/celt/files/Diversity-and-Inclusion-Report.pdf] [There is lots else of use in this document as well.]

***Where can student and faculty partners learn more about the SaLT program’s approach to gathering mid-term feedback?***

Cook-Sather, Alison. 2009. “From Traditional Accountability to Shared Responsibility: The Benefits and Challenges of Student Consultants Gathering Midcourse Feedback in College Classrooms*.*” *Assessment & Evaluation in Higher Education* 34(2), 231–41.

Walker, Alicia. 2012. “The Mid-semester Challenge: Filtering the Flow of Student Feedback.” *Teaching* *and Learning Together in Higher Education* 6. <https://repository.brynmawr.edu/tlthe/vol1/iss6/4>

**Chapter 7: What approaches can student and faculty partners take to curriculum-focused partnerships?**

Bergmark, Ulrika, and Susanne Westman. 2016. “Co-creating Curriculum in Higher Education: Promoting Democratic Values and a Multidimensional View on Learning.” *International Journal for Academic* *Development* 21(1) 28–40.

Bovill, Catherine. 2014. “An Investigation of Co-created Curricula within Higher Education in the UK, Ireland and the USA. *Innovations in Education and Teaching International* 51(1), 15–25. Retrieved on 30 May 2013 from <http://www.tandfonline.com/doi/abs/10.1080/14703297.2013.770264#.VUjs7ph0yP8>

Bovill, Catherine. 2013b. “Students and Staff Co-creating Curricula: A New Trend or an Old Idea We Never Got Around to Implementing?” In *Improving Student Learning through Research and Scholarship: 20 Years of ISL, edited by* Chris Rust, 96–108. Oxford: The Oxford Centre for Staff and Educational Development.

Bovill, Catherine. 2013. “Students and Staff Co-creating Curricula: An Example of Good Practice in Higher Education?” In *The Student Engagement Handbook: Practice in Higher Education*. Edited by Elisabeth Dunne and Derfel Owen, 461-75. Bingley: Emerald.

Bovill, Catherine. 2013. *Powerful partnerships*. Invited think piece. Higher Education Academy Annual Conference, 3-4 July, University of Warwick. Retrieved on 05 May 2015: http://www.academia.edu/7162750/Bovill\_C.\_2013\_Powerful\_partnerships.\_Invited\_think\_piece\_for\_the\_Higher\_Education\_Academy\_Annual\_Conference\_3-4\_July\_University\_of\_Warwick

Bovill, Catherine, and Catherine Bulley, C. J. (2011). A model of active student participation in curriculum design: Exploring desirability and possibility. In C. Rust (Ed.), *Improving Student Learning (ISL) 18: Global Theories and Local Practices: Institutional, Disciplinary and Cultural Variations* (pp. 176-188). Oxford, England: Oxford Brookes University, Oxford Centre for Staff and Learning Development.

Bron, Jeroen, Catherine Bovill, and Wiel Veugelers. 2016. “Students Experiencing and Developing Democratic Citizenship Through Curriculum Negotiation: The Relevance of Garth Boomer's Approach.” *Curriculum Perspectives* 36(1): 15–27.

Bron, Jeroen, and Wiel Veugellers. 2014. “Why We Need to Involve Our Students in Curriculum Design.” In *Curriculum and Teaching Dialogue*. edited by David J. Flinders, P. Bruce Uhrmacher, and Christy M. Moroye. Vol 15, 1 & 2, 125–1

Bunnel, Sarah, and Dan Bernstein. 2014. “Improving Engagement and Learning through Sharing Course Design with Students: A Multi-level Case.” *Teaching and Learning Together in Higher Education 14*. <https://repository.brynmawr.edu/tlthe/vol1/iss13/2/>

Carey, Philip. 2013. “Student as Co-producer in a Marketised Higher Education System: A Case Study of students’ Experience of Participation in Curriculum Design.” *Innovations in Education and Teaching International* 50 (3), 250–260.

Cates, Rhiannon M., Mariah R. Madigan, and Vicki L. Reitenauer. 2018. “‘Locations of Possibility’: Critical Perspectives on Partnership.” *International Journal for Students as Partners* 2(1). <https://doi.org/10.15173/ijsap.v2i1.3341>

Charkoudian, Lou, Anna C. Bitners, Noah B. Bloch, and Saadia Nawal. 2015. “Dynamic Discussions and Informed Improvements: Student-Led Revision of First-Semester Organic Chemistry.” *Teaching and Learning Together in Higher Education* 15. [https://repository.brynmawr.edu/tlthe/vo](https://repository.brynmawr.edu/tlthe/vol1/iss15/5/)

Cook-Sather, Alison, Crystal Des-Ogugua, and Melanie Bahti. 2018. “Articulating Identities and Analyzing Belonging: A Multistep Intervention that Affirms and Informs a Diversity of Students.” *Teaching in Higher Education* 23(3): 374–38

Delpish, Ayesha, Alexa Darby, Ashley Holmes, Mary Knight-McKenna, Richard Mihans, Catherine King, and Peter Felten. 2010. “Equalizing Voices: Student-Faculty Partnership in Course Design.” In *Engaging Student Voices in the Study of Teaching and Learning* edited by Carmen Werdeer and Megan Otis, 96–114. Sterling, VA: St

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Goff, Lori, and Kris Knorr. 2018. “Three Heads Are Better Than One: Students, Faculty, and Educational Developers as Co-developers of Science Curriculum.” *International Journal for Students As Partners* 2(1), 112-120. <https://doi.org/10.15173/ijsap.v2i1.3333>

Lubicz-Nawrocka, Tanya Michelle. 2017.“Co-Creation of the Curriculum: Challenging the Status Quo to Embed Partnership.” *The Journal of Educational Innovation, Partnership and Change,* [S.l.], 3(2). ISSN 2055-4990. Available at: <<https://journals.gre.ac.uk/index.php/studentchangeagents/article/view/529>>. Date accessed: 11 may 2018. doi:<http://dx.doi.org/10.21100/jeipc.v3i2.529>.

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Sunderland, Mary. 2013. “Using Student Engagement to Relocate Ethics to the Core of the Engineering Curriculum.” *Science and Engineering Ethics*. DOI: [10.1007/s11948-01](https://doi.org/10.1007/s11948-013-9444-5)

**Chapter 8: How might you manage the challenges of partnership?**

Abbot, Sophia, and Alison Cook-Sather, A. (under review). “The Productive Potential of Pedagogical Disagreements: From Conflict to Clarity in Classroom-Focused Student-Staff Partnerships.”

Bovill, Catherine, Alison Cook-Sather, Peter Felten, Luke Millard, and Niamh Moore-Cherry. 2016. “Addressing Potential Challenges in Co-Creating Learning and Teaching: Overcoming Resistance, Navigating Institutional Norms and Ensuring Inclusivity in Student-Staff Partnerships.” *Higher Education* 71(2): 195–208. [https://doi.org/10.1007/s10734-015](https://doi.org/10.1007/s10734-015-9896-4)

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Ntem, Anita, and Alison Cook-Sather. 2018. “Resistances and Resiliencies in Pedagogical Partnership: Student Partners’ Perspectives.” *International Journal for Students as Partners* 2(1